

Michigan Part B State Performance Plan

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Overview of the State Performance Plan Development	1
Preparation	1
Stakeholder Teams	1
Stakeholder Input and involvement	2
Web-Based Input	2
Facilitated input from the Special Education Advisory Committee (SEAC)	2
Other Public Awareness Activities	3
Dissemination of the SPP to the Public and On-going Public Reporting	3
On-going Development	4
Implementation	4
Indicator 1 - Graduation	5
Overview of the State Performance Plan Development.....	5
Measurement	5
Overview of Issue/Description of System or Process	5
Baseline Data for FFY 2004 (2004-2005)	6
Discussion of Baseline Data	7
Requirements of the Annual Performance Report	9
Response to the APR Requirements	9
Measurable and Rigorous Targets	10
Improvement Activities/Timelines/Resources	11
Indicator 2 – Drop Out	13
Overview of the State Performance Plan Development.....	13
Measurement	13
Overview of Issue/Description of System or Process	13
Baseline Data for FFY 2004 (2004-2005)	14
Discussion of Baseline Data	14
Requirements of the 2005 APR.....	15
Response to the APR Requirements	15
Measurable and Rigorous Targets	16
Improvement Activities/Timelines/Resources	18
Indicator 3 – AYP assessment, Participation & Achievement	19
Overview of the State Performance Plan Development.....	19
Measurement	19
Overview of Issue/Description of System or Process	20
Baseline Data for FFY 2004 (2004-2005)	21
Discussion of Baseline Data	24
Requirements of the 2005 APR.....	25
Response to the APR Requirements	25
Measurable and Rigorous Targets	26
AYP	26
Participation	28
Proficiency	29
Improvement Activities/Timelines/Resources	30
Indicator 4 Rates of Suspension and Expulsion.....	32
Overview of the State Performance Plan Development.....	32
Measurement	32
Overview of Issue/Description of System or Process	32
Baseline Data for FFY 2004 (2004-2005)	33

Discussion of Baseline Data	33
Requirements of the 2005 APR.....	36
Response to the APR Requirements	36
Measurable and Rigorous Targets	37
Improvement Activities/Timelines/Resources	38
Indicator 5 – LRE Settings.....	41
Overview of the State Performance Plan Development.....	41
Measurement	41
Overview of Issue/Description of System or Process	41
Baseline Data for FFY 2004 (2004-2005)	42
Discussion of Baseline Data	43
Requirements of the 2005 APR.....	44
Response to the APR Requirements	44
Measurable and Rigorous Targets	44
Improvement Activities/Timelines/Resources	47
Indicator 6 – Preschool LRE.....	49
Overview of the State Performance Plan Development.....	49
Measurement	49
Overview of Issue/Description of System or Process	49
Baseline Data for FFY 2004 (2004-2005)	51
Discussion of Baseline Data	51
Measurable and Rigorous Targets	53
Improvement Activities/Timelines/Resources	55
Indicator 7 – Preschool Outcomes	56
Overview of the State Performance Plan Development.....	56
Measurement	56
Overview of Issue/Description of System or Process	56
Baseline Data for FFY 2004 (2004-2005)	57
Discussion of Baseline Data	57
Measurable and Rigorous Target	58
Improvement Activities/Timelines/Resources	59
Indicator 8 – Facilitated Parent Involvement.....	60
Overview of the State Performance Plan Development.....	60
Measurement	60
Overview of Issue/Description of System or Process	60
Baseline Data for FFY 2004 (2004-2005)	61
Discussion of Baseline Data	61
Measurable and Rigorous Target	62
Improvement Activities/Timelines/Resources	63
Indicator 9 – Disproportionality.....	65
Overview of the State Performance Plan Development.....	65
Measurement	65
Overview of Issue/Description of System or Process	65
Baseline Data for FFY 2004 (2004-2005)	66
Discussion of Baseline Data	66
Requirements of the 2005 APR.....	68
Response to the APR Activities for FFY 2003-2004	68
Measurable and Rigorous Target	69

Improvement Activities/Timelines/Resources	71
Indicator 10 - Disproportionality	73
Overview of the State Performance Plan Development.....	73
Measurement	73
Overview of Issue/Description of System or Process	73
Baseline Data for FFY 2004 (2004-2005)	73
Discussion of Baseline Data	74
Measurable and Rigorous Target	76
Improvement Activities/Timelines/Resources	77
Indicator 11 – Part B Child Find	79
Overview of the State Performance Plan Development.....	79
Measurement	79
Overview of Issue/Description of System or Process	79
Baseline Data for FFY 2004 (2004-2005)	80
Discussion of Baseline Data	80
Measurable and Rigorous Target	81
Improvement Activities/Timelines/Resources	81
Indicator 12 – Early Childhood Transition	84
Overview of the State Performance Plan Development.....	84
Measurement	84
Overview of Issue/Description of System or Process	84
Baseline Data for FFY 2004 (2004-2005)	86
Discussion of Baseline Data	87
Measurable and Rigorous Target	87
Improvement Activities/Timelines/Resources	88
Indicator 13 – Secondary Transition Services.....	90
Overview of the State Performance Plan Development.....	90
Measurement	90
Overview of Issue/Description of System or Process	90
Baseline Data for FFY 2004 (2004-2005)	91
Discussion of Baseline Data	91
Measurable and Rigorous Target	91
Improvement Activities/Timelines/Resources	92
Indicator 14 – Post School Outcomes.....	95
Overview of the State Performance Plan Development.....	95
Measurement	95
Overview of Issue/Description of System or Process	95
Baseline Data for FFY 2004 (2004-2005)	96
Discussion of Baseline Data	96
Measurable and Rigorous Target	96
Improvement Activities/Timelines/Resources	97
Indicator 15 – Compliance Findings	99
Overview of the State Performance Plan Development.....	99
Measurement	99
Overview of Issue/Description of System or Process	100
Baseline Data for FFY 2004 (2004-2005)	103
Discussion of Baseline Data	106
Requirements of the 2005 APR.....	107

Response to the APR Requirements	107
Measurable and Rigorous Target	108
Improvement Activities/Timelines/Resources	109
Indicator 16 – Complaints Resolved.....	110
Overview of the State Performance Plan Development.....	110
Measurement	110
Overview of Issue/Description of System or Process	110
Baseline Data for FFY 2004 (2004-2005)	111
Discussion of Baseline Data	111
Requirements of the 2005 APR.....	112
Response to the APR Requirements	112
Measurable and Rigorous Target	112
Improvement Activities/Timelines/Resources	114
Indicator 17 – Hearings Adjudicated.....	115
Overview of the State Performance Plan Development.....	115
Measurement	115
Overview of Issue/Description of System or Process	115
Baseline Data for FFY 2004 (2004-2005)	115
Discussion of Baseline Data	116
Requirements of the 2005 APR.....	116
Response to the APR Requirements	116
Measurable and Rigorous Target	116
Improvement Activities/Timelines/Resources	118
Indicator 18 – Hearings Settled	119
Overview of the State Performance Plan Development.....	119
Measurement	119
Overview of Issue/Description of System or Process	119
Baseline Data for FFY 2004 (2004-2005)	119
Discussion of Baseline Data	119
Measurable and Rigorous Target	120
Improvement Activities/Timelines/Resources	120
Indicator 19 – Mediated Agreements	122
Overview of the State Performance Plan Development.....	122
Measurement	122
Overview of Issue/Description of System or Process	122
Baseline Data for FFY 2004 (2004-2005)	122
Discussion of Baseline Data	123
Requirements of the 2005 APR.....	123
Response to the APR Requirements	123
Measurable and Rigorous Targets	123
Improvement Activities/Timelines/Resources	124
Indicator 20 – Timely Reporting of Data.....	126
Overview of the State Performance Plan Development.....	126
Measurement	126
Overview of Issue/Description of System or Process	126
Baseline Data for FFY 2004 (2004-2005)	127
Discussion of Baseline Data	127
Measurable and Rigorous Target	128

Improvement Activities/Timelines/Resources	129
Appendix A	130
Overview of the Continuous Improvement And Monitoring System (CIMS)	130
Appendix B	139
Sampling Plan for Indicator 8.....	139
Appendix C	143
Preliminary Data Analysis for Disproportionality.....	143
Appendix D	148
SPP/APR Attachment 1	148

Part B State Performance Plan (SPP) for 2005-2010

General Overview of the State Performance Plan Development:

Preparation:

Preparation for the development of the SPP began in early summer 2005. Staff from the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) reviewed the IDEA 2004 to better understand what the U.S. Department of Education, Office of Special Education Programs (OSEP) would likely require. By the time of the OSEP Summer Institute in August 2005, a plan for developing this SPP had been generated. Several staff attended the OSEP Summer Institute to assure a reasonable understanding of the expectations for the development of the SPP.

Stakeholder Teams:

Teams of stakeholders were identified to work on the indicators; some were responsible for managing multiple indicators. For example, graduation, drop-out and suspension/expulsion were clustered to facilitate understanding the relationship and mutual influence among these indicators. Stakeholders included:

- The OSE/EIS staff
- Office of Educational Assessment and Accountability (OEAA)
- Early Childhood Education & Family Services (ECE & FS)
- Office of School Improvement (OSI)
- Grantees and contractors involved with various statewide initiatives
- Parents
- Practitioners and administrators.

Teams were given the following tasks:

- Review relevant data (state, LEA, National, similar states, etc.)
- Determine the current baseline, if applicable
- Recommend data collection approaches, if applicable and
- Identify measurable and rigorous targets and define activities.
 - The process for determining targets was applied consistently for those indicators whereby the state had latitude in setting measurable and rigorous targets (indicators 1-6 and 19). Team members reviewed multiple sources of data, clarified key issues that may influence achieving targets and recommended rigorous targets based on the comparisons to national data, state trends, standard deviations, or other data deemed appropriate.

Each stakeholder team had an assigned “data person”, and a team leader who was responsible for convening the meetings, obtaining access to technical support, compiling the results of their deliberations. Throughout the month of October the results of all stakeholder team work was reviewed across teams which provided a second measure for confirming the work of the teams. The teams began work in late August and completed work at the end of October.

Stakeholder Input and involvement:

Given the short timeline and intensive work necessary to develop the SPP, the OSE/EIS used existing opportunities to obtain input on the indicators from the broader stakeholder community including:

- Involving stakeholders on the stakeholder teams that reviewed data and developed the indicator specific plans,
- Convening a structured dialogue session during the Michigan IDEA Leadership Institute in June, 2005
- Conducting a presentation during the Michigan Association of Administrators of Special Education Summer Institute in August 2005.
- Conducting a presentation for the State Special Education Advisory Committee (SEAC) in October, 2005 and a full day of substantial input in November 2005.
- Conducting a structured feedback session with the IDEA Partnership Committee in November, 2005.
- Using the MDE web based Zoomerang Survey process to gather additional input.

The two key mechanisms used for obtaining stakeholder input were through web-based survey and conducting a full day facilitated dialogue session with SEAC as described below.

Web-Based Input: A structured, web-based Zoomerang survey was constructed in early October. A memo was disseminated to multiple list serves and other stakeholder organizations announcing the opportunity to review the indicators and provide input on the targets. Stakeholders gained access to the Zoomerang survey through a link on the MDE and the OSE/EIS websites. Survey users were able to review descriptions of indicators 1-6 and 19, respond as to the rigor of proposed targets (not rigorous, rigorous, too rigorous). If stakeholders were not in agreement with proposed targets, they could propose new targets and make general comments about the SPP. Stakeholders without Internet access could provide a paper response to the Zoomerang survey and submit by mail or fax as well.

Facilitated input from the Special Education Advisory Committee (SEAC):

The SEAC was provided an overview of the SPP in October as a preparation for a full day of facilitated input. In November a full day session was conducted whereby SEAC members were given the task of reviewing data to understand how we arrived at the baseline, discussing proposed targets and making recommendations to set new targets, modify proposed targets or acknowledge agreement with proposed targets. In one instance the SEAC committee felt that targets set for Indicator 6: Preschool LRE could be more rigorous. However, given that issues with funding in general education preschool present major challenges for Michigan, increasing access to enrollment opportunities in this area are very limited. The OSE/EIS considered the recommendation and set targets that are reasonable to accomplish while making improvements on the indicator. Overall, the SEAC

was supportive of the targets and eager to assist in the on-going evaluation of the implementation of the Plan.

Other Public Awareness Activities:

Other public awareness activities were undertaken to promote involvement and ensure input to the SPP. These activities included presentations regarding the SPP and its impact on systemic improvement to the following groups and organizations including:

- Citizens Alliance To Uphold Special Education (CAUSE), Michigan's parent training and information center
- Michigan IDEA Partnership, representing professional, advisory and parent organizations
- Michigan Association of School Boards (MASB)

Presentations on the SPP and annual performance reports will continue to create the basis for all public presentations by staff and others as our work to achieve improved outcomes continues.

Dissemination of the SPP to the Public and On-going Public Reporting:

The SPP will be placed on the MDE website as a permanent document. Reporting to the media will occur as determined by the Superintendent of Public Instruction in conjunction with other reports under No Child Left Behind (NCLB). The goal is to align public reporting and present special education information at the same time general education information is promoted. In February 2006, a public notice will be released through the media soliciting comment on the MDE federal application under IDEA 2004 to comply with the required 60 days of public comment. This notice will also be used to draw attention to the SPP through the MDE website (the high cost of placing public notices in newspapers across the state warrants combining these releases of information). To address requirements for disseminating information to the public on the SEA and LEA performance toward meeting the SPP targets, the OSE/EIS proposes to:

- Post annually, a copy of the SPP and APR to the MDE website.
- Create an executive summary of the SPP and APR to post to the website, making hard copies available upon request.
- Develop an information toolkit including a PowerPoint presentation and related materials that can be use by staff and stakeholder groups for conducting presentations on state and local performance.
- Incorporate performance reports and updates into monthly conference calls with ISD directors and the on-going Michigan IDEA Leadership Institute sessions.
- Convene sessions at quarterly and annual meetings of various organizations (including disability organizations, parent groups, advocacy groups, education professionals, etc) to facilitate broad based dissemination of the information.
- Convene a meeting, at least annually, with SEAC to discuss progress make modifications as needed.

On-going Development:

Time restrictions for the current development process, anticipated and unanticipated policy changes in the immediate and longer-range, as well as inevitable modifications to plan requirements, will require on-going development and modification of the SPP.

Baseline data (Indicator 5 for example) may need to be re-established as changes are made to Michigan's current data collection systems. The OSE/EIS anticipates several data challenges that will result from implementing the SPP. Incorporating several new data collection fields that address the Monitoring Priority indicators into the Michigan Compliance Information System (MICIS) will require ongoing stakeholder involvement, field testing and training for the field. Based on new and revised data, several targets may need to be adjusted as systems improve. Also, the stakeholder input on an on-going basis may result in further adjustments.

The OSE/EIS efforts to align with the State Board of Education requirements for all children will be influenced by Michigan's ongoing work on High School redesign as well as the National Governor's Association recommendations for the methodology of calculating high school graduation and dropout rates: the Governor has committed to this methodology. First data reports using this method will be released in 2007. In anticipation of these and other emerging issues, the OSE/EIS expects to convene an implementation planning group to ensure that the requirements of this plan can be met and reported in the 2007 APR.

Implementation:

Developing the SPP itself is merely a preliminary step in systems improvement. Implementing the activities described in the SPP will begin with aligning and integrating the activities across indicators.

Early emphasis will be on activities that require new or modified data collection; implementing new data collection systems or modifying current systems are both costly and time consuming and require intensive design, testing and training to assure accuracy. These activities are necessary to the foundation of the SPP and subsequent Annual Performance Reports (APR).

Activities that require the development of requests for proposals, new contracts, or modifications to existing grants or contracts will also be prioritized and integrated and aligned as much as possible with ongoing statewide initiatives. These activities help implement systemic improvements.

Both the SPP and the full implementation of the IDEA 2004 will require modifications to the Continuous Improvement Monitoring System (CIMS). This activity supports ongoing measurement of the impact of SPP implementation.

Monitoring Priority: FAPE in the LRE**Overview of the State Performance Plan Development:**

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team had to consider lack of comparable data between general education and special education, planned calculation measures changing in 2007-2008, applying various calculation strategies to address comparability, as well as the strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005.

Indicator 1 - Graduation: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Overview of Issue/Description of System or Process:

The State of Michigan does not grant diplomas (with the exception of the Michigan School for the Deaf), nor does it grant various certificates of attainment that are alternatives to a regular diploma (e.g., certificate of completion). Michigan also does not recognize a GED as equivalent to a regular diploma (i.e., attainment of a GED does not terminate a student's right to FAPE for the purposes of pursuing a regular diploma); however GEDs are accepted for college admission.

Section 380.1166 of Michigan State Law indicates that "Students are required to successfully complete a course in Government/Civics for graduation." This is the only state course requirement for graduation. It is anticipated that the requirements for graduation will change as a result of implementing standards recommended by the high school redesign initiative underway by the State Board of Education, and as determined through legislation by the Michigan Legislature over the next several months.

Currently, state education statutes and regulations assign local boards of education the authority and responsibility to determine curriculum that is reasonably aligned with a broadly based state curriculum framework (i.e., there is no single detailed and mandated state curriculum for students in general or special education) and to grant diplomas strictly according to locally determined standards.

Local boards of education are also charged with determining the graduation requirements for their general and special education students (number of credits

and courses) and the type of diploma to be granted (regular or certificate of completion). Again, this is anticipated to change substantially over the next several months.

Description of Methods Used to Calculated Graduation Rates

The Center for Educational Performance and Information (CEPI), at the Department of Management and Budget, provides the total student graduation rates in Michigan and calculates graduation, retention, and dropout rates from the headcount report turned in by LEAs. Current calculations do not allow for the disaggregation of graduation rates for students with and without IEPs.

LEAs report the total number of students in high school (grades 9, 10, 11 and 12) across a twelve-month school calendar e.g., from fall 2003 to fall 2004. Data elements on the form include: fall count by grade, number of transfers in and out of the district, number of students promoted from one grade to the next, number of students retained within a grade/not promoted, and number of students graduating with a high school diploma.

“Graduation” represents those students who receive a diploma in the 12-month count period. “Transfers” represent students who moved out of the district and moved into the district. “Retained in grade level” means the student did not move into the next grade level. “Dropout” is any unaccounted-for student.

Starting in 2002-2003, the CEPI began collecting student data utilizing an individualized student data record system called a Single Record Student Database (SRSD). At that time it was determined that SRSD would collect five years of continuous data before calculating graduation rates for grade 12.

The SRSD will allow for disaggregation of graduation and dropout rates for both general education and special education starting in fall 2007. At the request of the Governor, changes in calculating the graduation data will reflect the changes recommended by the National Governor’s Association.

The OSEP calculates graduation rates by dividing the number of students aged 14 and older who graduate with a standard diploma by the number of students 14 and older who are known to have left school (i.e., graduated with a standard diploma, received a certificate of completion, reached the maximum age for services, died, or dropped out).

Baseline Data for FFY 2004 (2004-2005):

Using the OSEP methodology, the graduation rate for youth with IEPs graduating from high school with a regular diploma is 67.05%.

Discussion of Baseline Data:

Discussion of Graduation Rates

The chart below displays the CEPI graduation rates for **all** students, noting that it does not allow for disaggregation of data for students with IEPs. The OSEP graduation rates for youth with IEPs is also displayed below along with a comparison of both results.

State-Wide Graduation Rates

The estimated CEPI-SRSD four-year graduation rate for all students in 2003-2004 was 88.69%. Comparable statistics disaggregated for students with IEPs are not currently available from the CEPI but will be available in the fall 2007. At that time, the SRSD database will allow for the disaggregation of general education and special education graduation rates. Until that time, comparative data are not available.

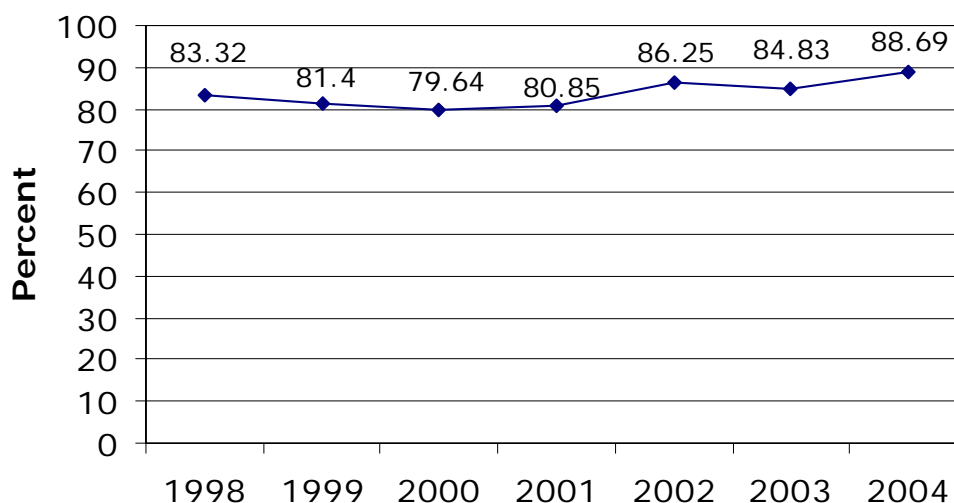


Fig. 1.
The Center for Educational Performance and Information (CEPI) Estimated State-Wide Graduation Rates 1998 to 2004

Source: The CEPI-SRSD

Special Education Graduation Rate

The graduation rate for students with IEPs is computed based on the OSEP's methodology using December 1 data from the Michigan Compliance Information System (MICIS). In 1998, Michigan data showed 35.04% of exiting students graduated with a high school diploma. By December 2004, Michigan data showed 67.05% of exiting students graduated with a high school diploma (see Fig. 2).

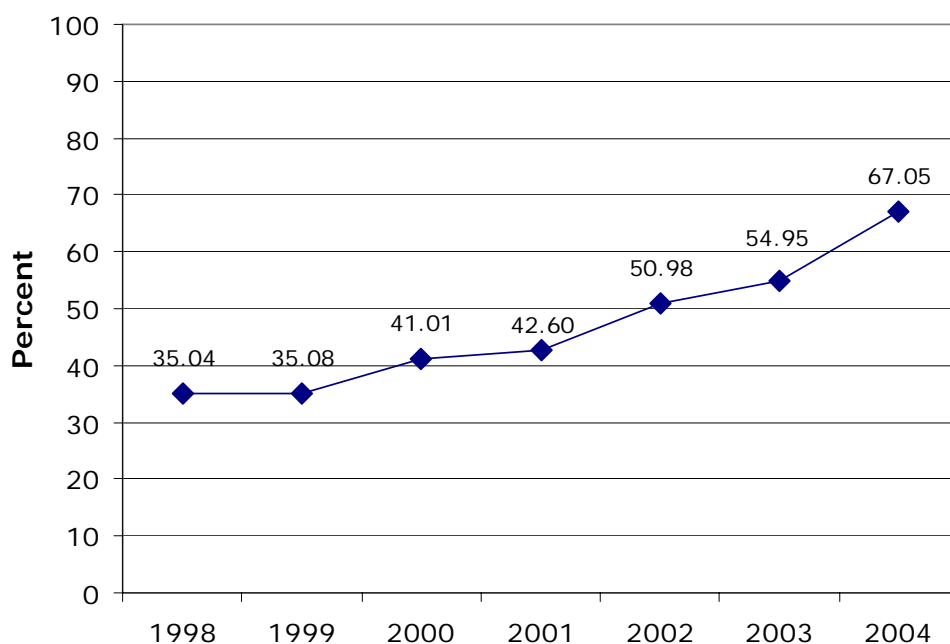


Fig. 2.
Special Education Graduation Rate 1998 to 2004

Source: The CEPI

Because comparable data is not currently available, (CEPI provides graduation rates for **all** students and MICIS provides graduation rates for special education students; both systems use different calculation methodologies) an additional calculation was carried out. This methodology applied the OSEP calculation to general education data collection by the CEPI. Although this methodology is not officially sanctioned by the CEPI, we believe that such a comparison is helpful in evaluating Michigan's special education graduation rate.

Using the OSEP methodology, the calculated estimated general education graduation rate is 72.94%. When compared to the calculated special education graduation rate of 67.05%, the general education graduation rate was 5.89% higher (see Fig. 3).

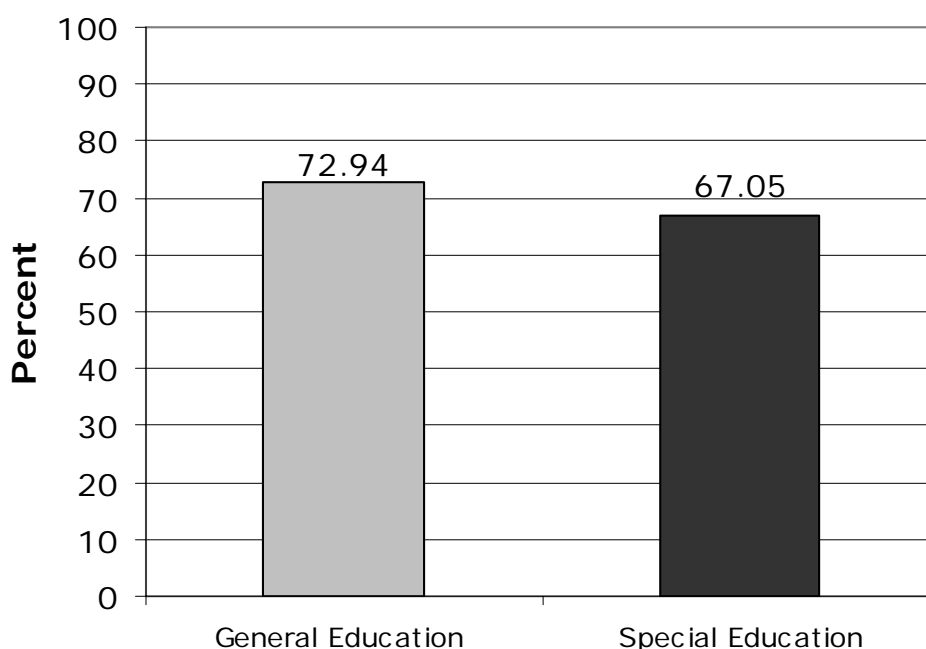


Fig. 3.
Comparisons of General Education and Special Education Graduation
Utilizing the OSEP Calculation Methodology School Year 2003-2004

Source: The CEPI

Requirements of the 2005 APR

In the APR letter dated September 28, 2005, the OSEP indicated it would review the implementation strategies that the OSE/EIS described in the FFY 2003 APR, including the resulting data and analysis. These strategies, designed to improve performance in the area of high school graduation rates, included:

- using dropout rates as a criterion for identifying LEAs for focused monitoring;
- development of on-site data verification procedures for exit data;
- collaborating with the National Dropout Prevention Center for technical assistance; and
- development and dissemination of data reports on dropout rates by disability and ethnicity.

Response to the APR Requirements

The following provides an update on the implementation of activities proposed in the FFY 2003 APR.

All LEAs receive District Data Portraits annually, based on data the LEA submits for the December Federal Count. The data reported in the LEA graduation and dropout rates is disaggregated by disability and ethnicity. Intermediated School

Districts (ISDs) provided training and technical assistance to LEAs in understanding and using the data to improve outcomes in these areas. The OSE/EIS uses these data (and other indicators) to identify LEAs for focused monitoring. Highlighting these data over the past several years placed greater emphasis on the importance of reporting valid and reliable data. The result demonstrated an increasing trend in the graduation rate and provides evidence of improved outcomes for students with disabilities in Michigan.

Implementation of the strategies, described in the FFY 2003 APR response, has resulted in an increase in the graduation rate for youth with IEPs from 54.95% in 2003 to 67.05% in 2004.

The data provided for Indicator 1 provides evidence that activities employed to increase the graduation rate for students with IEPs, is assisting the state to meet its target for this indicator.

Measurable and Rigorous Targets:

Michigan's *Education YES!* accountability system under NCLB, has set the graduation target for **all** students at 85% beginning 2005-2006 and 90% beginning in 2008-2009. This target is applied to youth with IEPs. As this target is increased under *Education YES!* NCLB in Michigan, it will also be increased for students with IEPs.

Each stakeholder team reviewed and discussed a variety of data and determined rigor based on the consideration of factors related to the area. For Indicator 1, the team identified the considerations listed below as a basis for setting measurable and rigorous targets:

- state special education trend data
- state general education goals/targets
- comparison to other similar states
- comparison to national average.

Considerations for setting targets included:

- Michigan Department of Education (MDE) *Education YES!* (NCLB) targets set and approved by the State Board of Education for all students, and
- The Continuous Improvement Monitoring System (CIMS) targets this indicator for focused monitoring.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Michigan <i>Education YES!</i> (NCLB Target): 85% graduation rate.
2006 (2006-2007)	Michigan <i>Education YES!</i> (NCLB Target): 85% graduation rate.

2007 (2007-2008)	Michigan <i>Education YES!</i> (NCLB Target): 85% graduation rate.
2008 (2008-2009)	Michigan <i>Education YES!</i> (NCLB Target): 90% graduation rate.
2009 (2009-2010)	Michigan <i>Education YES!</i> (NCLB Target): 90% graduation rate.
2010 (2010-2011)	Michigan <i>Education YES!</i> (NCLB Target): 90% graduation rate.

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
SPP		
2005-2011	Continue collaboration with the National Dropout Prevention Center. Receive technical assistance.	The OSEP National Dropout Prevention Center
2005-2011	Continue to disseminate LEA data reports on dropout rates by disability and ethnicity.	OSE/EIS staff LEAs and ISDs
2005-2006	Develop a MI-Map folder on special education graduation and transition services to embed a focus on this population in district school improvement plans.	OSE/EIS staff The Office of School Improvement staff
2005-2006	Provide education administrators with resources and methods for improving special education graduation rates using the IDEA Leadership Institute and School Improvement Leadership/Personnel Development formats.	OSE/EIS staff Education Administrators LEAs and ISDs

2005-2007	Use the State Improvement Grant staff (SIG) to target the improvement of special education students' performance at the middle school level in Math and English/Language Arts.	OSE/EIS staff SIG staff and contractors LEAs and ISDs
2006-2011	Use the Michigan Transition Outcomes Project (TOP) to develop and implement best practices leading to graduation and successful transition to post secondary roles.	OSE/EIS staff MI TOP staff LEAs and ISDs
2005—2011	Continue to work through the CIMS, using focused monitoring and data verification, to determine which LEAs need technical assistance to improve graduation rates.	OSE/EIS staff CIMS staff LEAs & ISDs

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team had to consider lack of comparable data, between general education and special education, planned calculation measures changing in 2007-2008, applying various calculation strategies to address comparability, as well as the strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005.

Monitoring Priority: FAPE in the LRE

Indicator 2 – Dropout: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Overview of Issue/Description of System or Process:

Youth with IEPs, who exit high school, do so for a variety of reasons and under a variety of circumstances. Most graduate with a regular diploma. Some students, however, have their education interrupted due to circumstances such as temporary placement in a rehabilitation facility, family circumstances, illness, or other unique factors.

Some students complete their education by earning an equivalency certificate (GED) or certificate of attendance. Others exit with a certificate of completion based on meeting their IEP requirements or reaching maximum age limits. (In Michigan, youth with IEPs may continue to receive special education through age 25.)

The number of youth who do not graduate or do not earn “completer” status comprise the state’s dropout rate.

Description of Methods Used to Calculate Dropout Rates:

The Center for Educational Performance and Information (CEPI), at the Department of Management and Budget, provides the total student dropout rates in Michigan and calculates dropout rates from the headcount report turned in by LEAs.

Students who are unaccounted for are considered to be dropouts. When there has been no request for the student's records, the affected student must be counted as a dropout. Pupils who transfer to and from other public school districts, home

schools, private/parochial schools or charter schools (PSAs) are not counted as dropouts.

The following are the reasons the CEPI counts the youth as a dropout from school results on the December 1st count:

- Dropped out of school
- Expelled from the school district (no further services)
- Enlisted in military or Job Corps
- Unknown

Current CEPI calculations do not report the disaggregation of rates sub-groups, although this will change with the 2007 reports.

As a special activity for the SPP, the CEPI conducted an unaudited calculation of the 2003-2004 dropout rates for general education and special education students using the existing methodology. These numbers were derived by following each student's Unique Identification Code (UIC) over four cycles of Single Record Student Data submissions (Fall03 to Fall04).

Since the data that went into these calculations were not audited, there may be some errors. Two separate, independent analyses were conducted with a resulting difference in the dropout rates for youth with IEPs of about one percent. The values listed below were derived using our prototype 2004-2005 calculation model and thus do not represent an official rate.

General Education Dropout Rate	Youth with IEPs Dropout Rate
7.05%	15.19%

Starting in 2002-2003, the CEPI began collecting student data utilizing an individualized student data record system called the Single Record Student Database (SRSD). The SRSD will allow for desegregations of dropout rates for both general education and special education starting in fall 2007.

Baseline Data for FFY 2004 (2004-2005):

The dropout rate for youth with IEPs is 15.19%. This figure is based on unaudited results from the CEPI.

Discussion of Baseline Data:

The dropout rate for students with IEPs is an unofficial figure that has not been audited. This is the only data currently available from the CEPI. Beginning in February 2008, the CEPI will provide audited dropout rates disaggregated for students with IEPs, using a new and more accurate methodology (See General Overview).

State-Wide Dropout Rates:

The CEPI unaudited dropout rate for general education students is 7.05%. This figure, which has not been audited, is the only data currently available from the CEPI for this report.

Special Education Dropout Rate:

The CEPI unaudited dropout rate for students with IEPs is 15.19%. This figure, which has not been audited, is the only data currently available from the CEPI for this report. Beginning in February 2008, the CEPI will provide audited dropout rates disaggregated for students with IEPs, using a new and more accurate methodology. At that time, the OSE/EIS will set new targets for dropout rates.

Requirements of the 2005 APR

In this year's APR letter dated September 23, 2005, the OSEP indicated it would review the implementation strategies that Michigan described in the FFY 2003 APR response, including the resulting data and analysis designed to improve performance in the area of high school dropout rates, included:

- using dropout rates as a criterion for identifying LEAs for focused monitoring;
- development of on-site data verification procedures for exit data;
- collaborating with the National Dropout Center for technical assistance; and
- development and dissemination of data reports on dropout rates by disability and ethnicity.

Response to the APR Requirements

The following provides an update on the implementation of activities proposed in the FFY 2003 APR.

1. Implementation of the new Continuous Improvement and Monitoring System (CIMS) uses high dropout rates as a criterion for identifying LEAs for focused monitoring. The OSE/EIS completed piloting the model in July 2005. All child-level corrective actions were completed within 30 days and systemic issues will be corrected within one year of identification. The pilot districts received their monitoring reports and have submitted improvement plans. ISDs and consultants are providing technical assistance and support. The 2005-2006 school year will mark the first year of full implementation of the CIMS.
2. Development of on-site verification procedures for exit data, as a component of the CIMS, has been completed and will be piloted this school year. The purpose of verification is to assure that districts properly implement the Service Provider Self Review (SPSR) and that the results are valid. Review by the OSE/EIS team of selected individual districts takes place at the ISD

level. Additional districts will be selected for review in response to the OSE/EIS concerns. Full implementation will occur after modifications are made, based on pilot site activities and feedback, beginning with the 2006-2007 school year.

3. The OSE/EIS has been actively collaborating with the National Dropout Prevention Center to understand the issues related to dropout. Feedback from the Center's staff has assisted the OSE/EIS in refining the new CIMS model and has been incorporated in both the CIMS SPSR and focused monitoring components.
4. All LEAs receive District Data Portraits annually, based on data the LEA submits for the December 1st Count. The data indicated the LEAs graduation and dropout rates disaggregated by disability and ethnicity. ISDs trained LEAs in understanding and using the data to improve student performance in these areas. The OSE/EIS uses this data to identify LEAs for focused monitoring.

The data provided for Indicator 2 provides evidence that the activities employed to reduce the dropout rate for students with IEPs, are assisting the state to meet its target for this indicator.

Measurable and Rigorous Targets:

Each stakeholder team reviewed and discussed a variety of data and determined rigor based on the consideration of factors related to the area. For Indicator 2, the team identified the considerations listed below as a basis for setting measurable and rigorous targets:

- State special education trend data
- Comparison to other similar states

Considerations for setting targets included:

- The CIMS targets this indicator for focused monitoring
- Targets were reset following the receipt of unaudited CEPI data.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Target: no more than 8%. Benchmark: reduce dropout by 2% from 15% to 13%.
2006 (2006-2007)	Reduce dropout by 1.5%. Benchmark: reduce dropout by 1.5% from 13% to 11.5%.
2007 (2007-2008)	Reduce dropout by 1.5%. Benchmark: reduce dropout by 1.5% from 11.5% to 10%.
2008 (2008-2009)	Reduce dropout by .5%. Benchmark: reduce dropout by .5% from 10% to 9.5%.
2009 (2009-2010)	Reduce dropout by .5%. Benchmark: reduce dropout by .5% from 9.5% to 9%.
2010 (2010-2011)	Reduce dropout by 1%. Benchmark: reduce dropout by 1% from 9% to 8%.

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
2005-2011	Continue collaboration with the National Dropout Prevention Center. Receive technical assistance.	The OSEP National Dropout Prevention Center
2005-2011	Continue to disseminate LEA data reports on dropout rates by disability and ethnicity.	OSE/EIS staff LEAs and ISDs
2005-2006	Develop a MI-Map folder on special education graduation in transition services. This will allow school improvement teams to assure their performance and will provide ideas for improvement activities.	OSE/EIS staff LEA School Improvement Teams
2005-2007	Use the State Improvement Grant staff (SIG) to target the improvement of special education students' performance at the middle school level in Math and English/Language Arts.	OSE/EIS staff SIG staff LEAs and ISDs
2005—2011	Use the Michigan Transition Outcomes Project (TOP) to develop and implement best practices leading to graduation and successful transition to post secondary roles.	OSE/EIS staff The CIMS staff LEAs and ISDs
2006-2011	Continue to work through the Continuous Improvement Monitoring System (CIMS), using focused monitoring and data verification, to determine which LEAs need technical assistance to improve graduation rates.	OSE/EIS staff TOPs staff LEAs and ISDs
2007-2011	Issue LEA reports comparing general education and special education dropout rates. Report disaggregated data with <i>Education YES!</i> Reports.	Data Team LEAs and ISDs

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team reviewed the *Education YES!* Accountability System developed under the No Child Left Behind (NCLB), reviewed the targets already set for all students/schools in Michigan, as well as the strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005.

Monitoring Priority: FAPE in the LRE

Indicator 3 – AYP assessment, Participation & Achievement: Participation and performance of children with disabilities on statewide assessments:

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Percent = # of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the State times 100.

B. Participation rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a but not included in b, c, d, or e above

Overall Percent = b + c + d + e divided by a.

C. Proficiency rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in grades assessed who are proficient or

- above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = b + c + d + e divided by a.

Overview of Issue/Description of System or Process:

The Michigan Educational Assessment System (MEAS) was adopted by the Michigan State Board of Education in November 2001. The components of the MEAS include the Michigan Educational Assessment Program (MEAP), MI Access, and a component at the time of adoption called ELL-Access.

MI Access is the state's standardized assessment program designed specifically as an alternate assessment for students with disabilities. Based on an Individualized Education Program (IEP) Team determination, the MI-Access is administered when the MEAP, or MEAP with accommodations, is not appropriate for that student.

MI-Access includes alternate assessments against grade level standards (the new Functional Independence Assessment component) and alternate assessments against alternate achievement standards (Participation and Supportive Assessment components). Results from these assessments are reported together.

The following table indicates the grade levels of the English Language Arts and Mathematics assessments as administered in 2003-2004.

Table 1

Grade Levels for Administration of English, Language Arts and Math Assessments

Content Area	Grade 4	Grade 7	Grade 8	Grade 11
English language Arts (reading & writing)	X	X		X
Mathematics	X		X	X

Source: MEAs

The MEAP is Michigan's general assessment program and has been in place for over thirty years. Currently MEAP reports high school results by graduation class, not just by grade 11 students, which is the official high school grade of the assessments. Graduation class reports are produced because the scores on the MEAP Reading, Writing, Science and Mathematics assessments can be used to qualify students for the Michigan Merit Award, a \$2,500 scholarship. This scholarship is used for post secondary education. Students can take the grade 11

MEAP assessments in grade 10 for dual enrollment and can retest up to 4 times in order to meet the criteria to receive the Merit Award.

With the implementation of the federal No Child Left Behind (NCLB) legislation the Michigan Department of Education (MDE), Office of Educational Assessment and Accountability (OEAA) is now required to produce a grade 11 report, which can include the scores of 10th grade students that are part of the same graduating class. This report does not include information related to use of accommodations (standard or nonstandard) or invalid scores. The United States Department of Education, Office of Elementary and Secondary Education, does not allow the OEAA to use the scores from retesting when calculating Adequate Yearly Progress (AYP). Beginning 2005-2006, the OEAA will produce reports for grade 11 on use of assessment accommodations and invalid scores. This will help explain incomplete data for the use of assessment accommodations or invalid scores.

The Center for Educational Performance and Information (CEPI), within the Michigan Department of Management and Budget, maintains an electronic database called the Single Record Student Database (SRSD) and assigns the Unique Identification Code (UIC) for each student. This database, updated by school districts three times per year, includes current enrollment and attendance data for all Michigan public school students. This is used to confirm the continued enrollment of a student in a particular school and school district. In addition to this database, the OEAA maintains databases for MEAP results, MI-Access results, and NCLB AYP.

Baseline Data for FFY 2004 (2004-2005):

Table 2

A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.

Districts with AYP determination	542
Districts NOT making AYP	66
Percent making AYP	87.8%
Percent not making AYP	12.2%

Source: MDE/OEAA

Table 3

B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

Participation Rate	Elementary		Middle School		High School	
	ELA	Math	ELA	Math	ELA	Math
# of Children with IEPs in grades assessed	17,613	17,613	18,454	18,815	12,606	12,606
# and % of Children with IEPs in regular assessment with no accommodations	9626 54.7%	6965 39.5%	19455 56.7%	7751 41.2%	7321 58.1%	6431 51.0%
# and % of Children with IEPs in regular assessment with accommodations	2663 15.1%	5253 29.8%	2549 13.8%	5632 29.9%	1128 8.9%	2021 16.0%
# and % of Children with IEPs in alt. assessment against grade level standards	4389 24.9%	3794 21.5%	4147 22.5%	3990 21.2%	2536 20.1%	2533 20.1%
# and % of Children with IEPs in alt. assessment against alt. achievement standards	852 4.8%	852 4.8%	909 4.9%	973 5.2%	1286 10.2%	1286 10.2%
Total # and Overall Participation Rate	17530 99.5%	16864 95.7%	18060 97.9%	18346 97.5%	12271 97.3%	12271 97.3%

Source: MDE/OEAA

The range of participation rates for ELA over the three grades tested is 97.3% to 99.5% and the range for math is 97.5% to 95.7%.

Table 4

C. Proficiency rate for children with IEPs against grade level standards and alternative achievement standards.

Proficiency Rate	Elementary		Middle School		High School	
	ELA	Math	ELA	Math	ELA	Math
Number of Children with IEPs in grades assessed	17,613	17,613	18,454	18,815	12,606	12,606
# and % of Children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	3971 22.5%	4037 22.9%	2785 15.1%	2060 10.9%	1033 8.2%	673 5.3%
# and % of Children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations	662 3.8%	1976 11.2%	614 3.3%	1091 5.8%	148 1.2%	130 1.0%
# and % of Children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards	3377 19.2%	2361 13.4%	2957 16.0%	2087 11.1%	2085 16.5%	1219 9.7%
# and % of Children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	697 4.0%	734 4.2%	778 4.2%	865 4.6%	986 7.8%	976 7.7%
Total # and Overall Proficiency Rate for Children with IEPs	8707 49.4%	9108 51.7%	7134 38.7%	6103 32.4%	4252 33.7%	2998 23.8%

Source: MDE/OEAA

The range of proficiency rates in ELA extends from 33.7% to 49.4% and for math, from 23.8% to 51.7%.

Discussion of Baseline Data:

The data provided in Table 2 illustrate that of the 608 school districts considered for AYP determination, 87.8% met the State's AYP objectives for progress for disability subgroups.

Table 3 describes the percent of children with IEPs who participated in the State's assessment system. This includes the participation rates in the various options permitted by MEAS including the regular and alternate achievement assessments. It also identified the participation rates for children taking the assessments with accommodations. Finally, the table provides the overall participation rates for elementary, middle school and high school children in English/Language Arts and Mathematics. The rate of participation ranges from 95.7% to 99.5%.

The proficiency rates described in Table 3 display data for children with IEPs who received acceptable score in the State's assessments, both against grade level standards and alternate achievement standards. These percentages reflect performance at the elementary, middle school and high school levels for English/Language Arts and Mathematics. Proficiency rates range from 23.8% to 51.7% with the lowest scores at the high school level.

The normal high school test administration in Michigan is currently at the end of the 11th grade. Students who are seeking to qualify for dual enrollment in 11th grade, however, are permitted to take the assessments in the 10th grade. The assessment results from the normal test administration, at the end of the 11th grade, will be used for AYP with the exception that students that demonstrate proficiency in 10th grade or fall 11th grade may have their achievement and participation status carried forward into the 11th grade test administration of their cohort for calculation of AYP and the participation rate.

While students are allowed to retest for scholarship purposes, in the 12th grade, a 12th grade score does not count for AYP or participation.

To calculate the participation rate for high schools, the number of students enrolled in the 11th grade will be the "universe" of students that are expected to participate in the assessment. A student will be counted as participating if the student takes the assessment in the 10th grade for dual enrollment or in the 11th grade. High school results, including achievement and participation, will be reported for AYP by 11th grade cohort.

These formulas and data will be affected in 2006-07 as Michigan moves from the MEAS assessment program to administration of a new series of high school assessments, consisting of the ACT and Work Keys, along with Science and Social Studies tests.

Requirements of the 2005 APR

In this year's APR letter dated September 23, 2005, the OSEP indicated it is looking forward to reviewing the state's updated participation and proficiency data. The data requested follows this narrative.

In addition, Michigan indicated it would be expanding its grade level assessments to cover grades three through eight and adding a Functional Independence Assessment component to the MI-Access alternate assessment.

The OSEP included the following strategies, to improve performance:

- Update MI-Access training materials,
- Expand the document "Guidelines for Determining Participation in State Assessments for Students with Disabilities",
- Produce additional online training materials,
- Update current online learning materials (in process),
- Provide all MEAP and MI-Access Braille and enlarged print assessment booklets,
- Work with the Office of Educational Assessment and Accountability (OEAA) to ensure special education representation on assessment development advisory committees, and
- Encourage the development of a data warehouse for all assessment results.

Response to the APR Requirements

The following provides an update on the implementation of activities proposed in the FFY 2003 APR.

- The state has developed and disseminated information on the appropriate use of assessment accommodations through various channels including conferences, joint presentations with assistive technology groups and newsletter articles. It is also using "Choosing, Using and Evaluating Accommodations for Students with Disabilities", a Council of Chief State School Officers (CCSSO) professional development manual, to further educate and inform stakeholders and promote the appropriate use of assessment accommodations.
- The state has developed a training videotape, "In Michigan All Kids Count" training video showing assessment administrators how to conduct student observation and administer the MI-Access assessments.
- "Draft Guidelines for Determining Participation in State Assessments for Students with Disabilities" has been prepared and provided to stakeholders for review, feedback and use. A Participation in Assessment Guidelines Team will update the draft to cover all students including general education, special education and English language learners.

- The state shared information on assessment accommodations with LEAs through the MI-Access Web Cast, in order to prepare them for administering the assessments. Other channels used to disseminate this information include conference sessions, news articles, teleconferences and production/dissemination of print and electronic manuals.
- The state is working with Michigan Assistive Technology Resource (MATR) to develop an online learning program.
- The state provided accommodated versions – Braille, large-print, audio cassettes, audio CDs and videos for all of its assessments, both general and alternate.
- The OEAA is working to include special educators on assessment development committees for both MEAP and MI-Access.
- OEAA is working to develop a data warehouse for all assessment results.

The data reported for Indicator 3 provides evidence that the strategies developed and implemented by the OSE/EIS and OEAA are increasing the number of students with disabilities participating in the math and reading (English/Language Arts) assessments.

Measurable and Rigorous Targets: - AYP

Each stakeholder team reviewed and discussed a variety of data and determined rigor based on the consideration of factors related to the area. For Indicator 3, the team reviewed the data and identified the considerations listed below as a basis for setting measurable and rigorous targets:

- State general education goals/targets.

Considerations for setting targets included:

- MDE NCLB targets set and approved by the State Board of Education for all students.

According to the baseline data (FFY 2004), 476 (87.8%) of the 542 school districts with AYP determination met the State's AYP objectives for disability subgroup. Using the 88% baseline, the following targets have been set for the six year plan.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Percent of School Districts making AYP for the disability sub-group: 88%
2006 (2006-2007)	Percent of School Districts making AYP for the disability sub-group: 88%
2007 (2007-2008)	Percent of School Districts making AYP for the disability sub-group: 91%
2008 (2008-2009)	Percent of School Districts making AYP for the disability sub-group: 94%
2009 (2009-2010)	Percent of School Districts making AYP for the disability sub-group: 97%
2010 (2010-2011)	Percent of School Districts making AYP for the disability sub-group: 98%

Measurable and Rigorous Targets: – Participation

The participation rate has currently reached its previously established target of 95% of all students with disabilities participation on either the MEAP or the MI-ACCESS assessments. Michigan and the OSE/EIS will continue to invest in efforts that will maintain and improve the current participation rates. It is understood that a target of 100% is not reasonable as there will always be legitimate reasons for some students to be unavailable for the state assessment window.

FFY	Measurable and Rigorous Target		
2005 (2005-2006)	Elementary	Math	99.5%
		English Language Arts	95.7%
	Middle School	Math	97.9%
		English Language Arts	97.5%
	High School	Math	97.3%
		English Language Arts	97.3%
2006 (2006-2007)	Elementary	Math	99%
		English Language Arts	96%
	Middle School	Math	98%
		English Language Arts	98%
	High School	Math	97%
		English Language Arts	97%
2007 (2007-2008)	Elementary	Math	99%
		English Language Arts	97%
	Middle School	Math	98%
		English Language Arts	98%
	High School	Math	97%
		English Language Arts	97%
2008 (2008-2009)	Elementary	Math	99%
		English Language Arts	98%
	Middle School	Math	99%
		English Language Arts	99%
	High School	Math	98%
		English Language Arts	98%
2009 (2009-2010)	Elementary	Math	99%
		English Language Arts	99%
	Middle School	Math	99%
		English Language Arts	99%
	High School	Math	99%
		English Language Arts	99%
2010 (2010-2011)	Elementary	Math	99%
		English Language Arts	99%
	Middle School	Math	99%
		English Language Arts	99%
	High School	Math	99%
		English Language Arts	99%

Measurable and Rigorous Targets: – Proficiency

Under NCLB and Michigan's *Education YES!* Accountability System, the State Board of Education has set targets for all students. Targets for proficiency are the same targets for all students

FFY	Measurable and Rigorous Target		
2005 (2005-2006)	Elementary	Math	56%
		English Language Arts	48%
	Middle School	Math	43%
		English Language Arts	43%
	High School	Math	44%
		English Language Arts	52%
2006 (2006-2007)	Elementary	Math	56%
		English Language Arts	48%
	Middle School	Math	43%
		English Language Arts	43%
	High School	Math	44%
		English Language Arts	52%
2007 (2007-2008)	Elementary	Math	65%
		English Language Arts	59%
	Middle School	Math	54%
		English Language Arts	54%
	High School	Math	55%
		English Language Arts	61%
2008 (2008-2009)	Elementary	Math	65%
		English Language Arts	59%
	Middle School	Math	54%
		English Language Arts	54%
	High School	Math	55%
		English Language Arts	61%
2009 (2009-2010)	Elementary	Math	65%
		English Language Arts	59%
	Middle School	Math	54%
		English Language Arts	54%
	High School	Math	55%
		English Language Arts	61%
2010 (2010-2011)	Elementary	Math	74%
		English Language Arts	69%
	Middle School	Math	66%
		English Language Arts	66%
	High School	Math	67%
		English Language Arts	71%

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
SPP		
2005-2011	Implement ELA and math assessment in grade 3 through 8.	OSE/EIS staff OEAA LEAs and ISDs
2005-2011	Implement Functional Independence Assessment as part of MI-Access.	OSE/EIS staff OEAA LEAs and ISDs
2005-2011	Implement required elements of the NCLB accountability systems as outlined in the Michigan Consolidated State Application Accountability Workbook, including: <ul style="list-style-type: none"> • Membership in MDE workgroups • Continued support for improvements to the Michigan Guidelines for use of Alternative Assessments. 	OSE/EIS staff MDE workgroups OEAA
2006-2008	Determine the role of the OSE/EIS Continuous Improvement and Monitoring System (CIMS) Service Provider Self Review (SPSR) component with respect to participation and proficiency in statewide assessments. Determine if performance on statewide assessments should become a Focused Monitoring priority.	OSE/EIS staff CIMS staff LEAs and ISDs
2005-2011	Participate with Office of School Improvement, Field Services Unit teams to provide Targeted Technical Assistance to High Priority Schools.	OSE/EIS staff OSI/Field Services staff LEAs and ISDs
2005-2011	Determine the level of involvement with Michigan's State Improvement Grant (SIG) building level systems change model.	OSE/EIS staff SIG Grant staff LEAs and ISDs

2005-2011	Collaborate with Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) to develop support systems and sustained implementation of a data-driven, problem-solving model.	OSE/EIS staff MiBLSi staff LEAs & ISDs
2005-2008	Continue to update the current Online Learning Programs related to what MI-Access Coordinators and assessment administrators should do before, during and after administering the MI-Access assessments. Use the new training videotape In Michigan All Kids Count , the updated manuals, web casts and teleconferences for technical assistance.	OSE/EIS staff OEAA/Mi-Access staff LEAs & ISDs
2005-2007	Improve the production of the MEAP Braille and enlarged print assessment.	OEAA and MEAS Contractor
2005-2006	Pilot DRAFT Guidelines for Determining Participation in State Assessment for Students with Disabilities . Revise based on feedback from stakeholders.	OEAA and MEAS Contractor Stakeholders LEAs & ISDs
2005-2011	Continue dissemination of information on the appropriate use of assessment accommodations, using conference sessions, joint presentations with accommodations/assistive technology groups and newsletter articles.	OEAA and the MEAS Contractor OSE/EIS LEAs & ISDs

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team reviewed the status of available data, the need for data verification and improvement in reporting by LEAs, as well as the strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005. In addition, an external review of the proposed methodology for determining significant discrepancy resulted in modifications to the methodology and the targets.

Monitoring Priority: FAPE in the LRE

Indicator 4 - Rates of Suspension and Expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by # of districts in the State times 100.
- B. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by # of districts in the State times 100.

Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process:

School districts report disciplinary actions for students with IEPs through the state's computerized system operated by the Center for Educational Performance and Information (CEPI), at the Department of Management and Budget. This system is referred to as the Single Record Student Database (SRSD). Five fields are available in the SRSD for reporting out-of-school suspensions. School districts are expected to report on each student's record, the frequency of occurrence of each type of disciplinary action across the school year.

Although the race/ethnicity of students is part of the CEPI database, this information has not previously been compiled or analyzed relative to suspensions and expulsions. This is a new requirement.

Unilateral Removals and Suspensions:

The initiation of the collection of discipline data using the SRSD occurred during the 2003-2004 and the 2004-2005 school years. Overall, there was a 17.5% increase in the reporting of disciplinary actions from one year to the next. This increase was most likely attributable to greater participation and accuracy in reporting by LEAs.

An analysis was performed to determine how many districts reported suspensions of students with IEPs during the 2004-2005 school year. Among the 768 LEAs, 294 or 38.3% reported a suspension/expulsion incident or accumulation of suspensions/expulsions that exceeded 10 days for students with IEPs.

A majority (61.7%) of districts reported zero suspensions/expulsions (see table below). Verification procedures are currently underway for all districts reporting zero suspensions and expulsions.

Table 1

Number of Districts Reporting Suspensions/Expulsions Of Students with IEPs 2004-2005

	Suspensions	Percent Reporting
Districts Reporting Suspensions/Expulsions	294	38.3%
Districts Reporting Zero	474	61.7%
Total Districts	768	100%

Source: SRSD

Baseline Data for FFY 2004 (2004-2005):

- A. 9.24% of Michigan school districts were identified as showing a significant discrepancy in suspension/expulsion among students with IEPs.
- B. No baseline data currently exists for this sub-indicator.

Discussion of Baseline Data:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. Using the methodology described below, the OSE/EIS determined a formula for significant discrepancy.

Suspensions or expulsions were summed by district. 294 LEAs reported suspensions and expulsion incidents. The rate of suspension/expulsion was computed by taking the number of suspension/expulsion incidents in the LEA and dividing that by the number of students with IEPs in the LEA. Once the average of the LEAs' incidents and the variance was established, a standard deviation was

computed. Among LEAs that reported a suspension/expulsion incident, the suspension rate averaged 2.37%.

When the word significant is used in a statistical context, it usually refers to statistical significance. The OSE/EIS conducted a difference of means test to establish which LEAs are statistically significantly different from the mean. Using a 0.05 significance level, a t-test indicates that districts above 2.933 (71 LEAs or 9.24%) have suspensions that are statistically significantly above the mean (see Fig. 1).

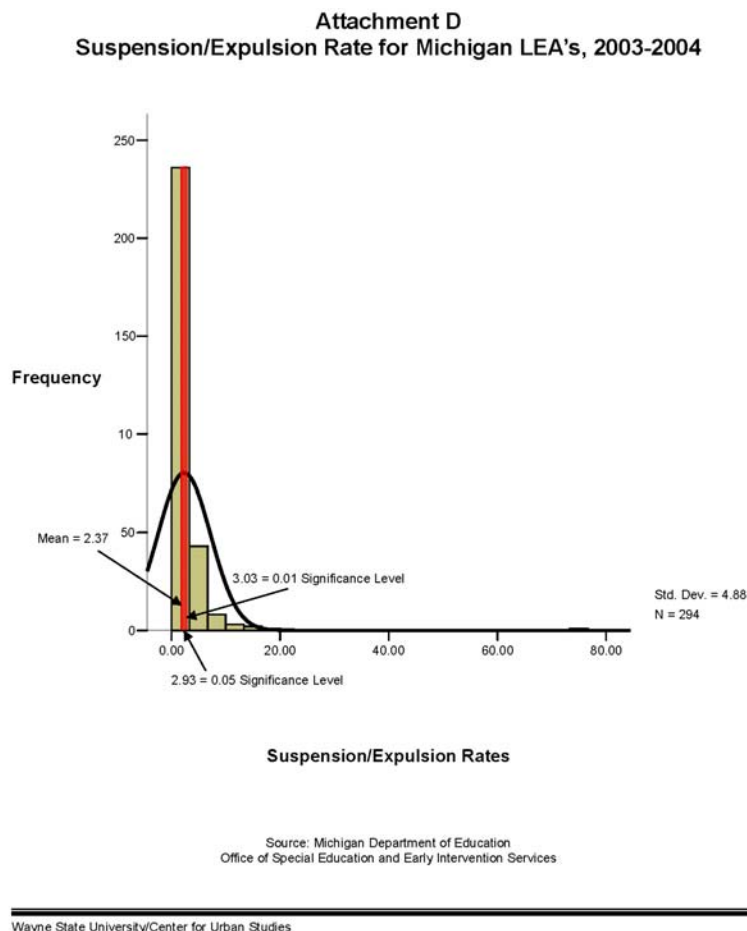


Fig. 1. Mean, Median, Standard Deviation for Suspension/Expulsion Rates for Michigan LEAs, for 2003-2004

Source: The CEPI-SRSD

Given the current data the OSE/EIS anticipates some LEAs may drop out of consideration. That can be determined through the Continuous Improvement Monitoring System (CIMS) data verification process. It is further expected that highlighting the importance of these data will result in improved reporting of valid and reliable data in the next reporting period.

Beginning with the current data collection period, the OSE/EIS will require written assurances from every LEA as to the accuracy of the suspension/expulsion data it submits. In addition, the OSE/EIS is currently verifying the data submitted by those LEAs with apparent significant discrepancy in their rates of suspension/expulsion incidents.

Once the verification of the data is established, the OSE/EIS will implement a procedure for reviewing the LEAs' policies and procedures related to its suspension/expulsion practices. The OSE/EIS will require LEAs to enter into a Compliance Agreement to review and correct practices, with assistance from the OSE/EIS and the ISD in the development and implementation of the LEA plans for improvement.

- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

Currently, the OSE/EIS does not compile or analyze these data. This is a new sub-indicator. The following describes the method the OSE/EIS is creating, which will result in the baseline data that will be reported in the FFY 07 APR.

The OSE/EIS is proposing to establish the baseline for this new indicator by determining the number of LEAs identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities by race/ethnicity, divided by number of districts in the State times 100. This will result in a disproportionality risk ratio factor.

A significant discrepancy will be defined as a LEA with a disproportionality risk ratio of suspensions/expulsions greater than or equal to 2.0. The disproportionality risk ratio will equal the rate of suspension/expulsion by race/ethnicity divided by the rate of ethnic representation in a LEAs special education population.

An analysis of suspension/expulsions will be performed only for students with IEPs. First, the rate of special education suspension/ expulsion will be computed by each ethnic group for each LEA. Second, the rate of each ethnic group within the district's special education population will be calculated. Finally, the suspension/expulsion rate by ethnicity will be divided by the corresponding district special education rate for ethnicity.

This provides a suspension/expulsion disproportionality risk ratio for each ethnic group for each LEA. If the rates for suspension/expulsion per race/ethnicity match the rates for race/ethnicity within the LEA, the disproportionality risk ratio equals 1.0. If any ethnic group in a LEA has a disproportionality risk ratio greater than or equal to 2.0, the LEA will be identified as having a significant discrepancy for the race/ethnic group on suspensions/expulsion rates. Data for this subcomponent of the indicator will be collected through the SRSD system.

Requirements of the 2005 APR

In this year's APR letter dated September 23, 2005, the OSEP indicated that the state is not complying with 34 CFR §300.146. The response requires the OSE/EIS to provide the following information and data:

- A plan including strategies, proposed evidence of change, targets and timelines designed to ensure correction of the noncompliance as soon as possible but not more than one year after the OSEP accepts the plan
- A progress report including data analysis demonstrating progress toward compliance no later than six months from the date of the letter
- A report to the OSEP with data and analysis demonstrating compliance as soon as possible, but not later than 30 days following the end of the one year timeline.

Response to the APR Requirements

The following provides an update on the implementation of activities proposed in the FFY 2003 APR.

1. Implementation of a new Continuous Improvement and Monitoring System (CIMS): The OSE/EIS will have full implementation of the CIMS process during the 2005-2006 school year (see Appendix A). The Service Provider Self Review (SPSR) component of CIMS addresses compliance and systemic issues through the measurement of Key Performance Indicators (KPIs), information gathering activities and student level corrective action planning. Issues/root causes related to suspension/expulsion may be defined upon review of the KPI on Positive Behavior Supports. LEAs along with the SEA will use the definition and calculations for "significant discrepancy" to determine status.
2. Compare rates for children without disabilities within agencies: Data available to the OSE/EIS at this time will not allow a comparison to students without disabilities, as noted above. Therefore, the OSE/EIS has analyzed data to determine whether significant discrepancies are occurring in the rate of suspension and expulsions of children with disabilities across districts and has determined that 71 districts may have significant discrepancies.
3. Review of policies, procedures and practices: The OSE/EIS is developing a process/rubric for reviewing policies, procedures and practices in relation to several indicators (suspension/expulsion, disproportionality). The procedures will be implemented during the 2005-2006 school year in accordance with the requirements of this plan.

Measurable and Rigorous Targets:

The process for setting measurable and rigorous targets was applied uniformly across stakeholder teams. Each team reviewed and discussed a variety of data and determined rigor based on the consideration of factors related to the area. For Indicator 4 the stakeholder team reviewed the data listed below and identified the considerations listed as a basis for setting measurable and rigorous targets:

- State Special Education data, and
- Standard deviations related to SEA/ LEA average used to determine significant discrepancy.

Considerations for setting targets included:

- Current status of data & data collection
- Review of national data did not suggest appropriate targets
- Need to verify data reported to the SEA
- Need to establish compliance makes this a high priority issue

FFY	Measurable and Rigorous Target
2005 (2005-2006)	(A) The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be maintained at <10%. (B) The OSE/EIS will report baseline data and set targets on this indicator in the FFY 2007 APR.
2006 (2006-2007)	(A) The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be maintained at <10%. (B) The OSE/EIS will report baseline data and set targets on this indicator in the FFY 2007 APR.
2007 (2007-2008)	(A) The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be improved to <9%. (B) To be determined.
2008 (2008-2009)	(A) The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be improved to <8.5%. (B) To be determined.

2009 (2009-2010)	(A) The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be improved to <8%. (B) To be determined.
2010 (2010-2011)	(A) The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be improved to <7.5%. (B) To be determined.

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
APR Plan		
January – February 2006	Complete a review of LEAs that show significant discrepancy in the suspension/expulsion of students with IEPs.	OSE/EIS Grantees/Statewide Initiatives
2005-2008	Districts required to complete a statement of assurance for data validity, ensuring 100% compliance with data submission per suspension and expulsion data.	OSE/EIS staff LEAs ISDs
Jan. 2006 – April, 2006	Develop and implement a process/rubric for reviewing policies, procedures and practices of LEAs that demonstrate significant discrepancy in suspension and expulsion.	OSE/EIS staff and Consultants CIMS staff Stakeholders Grantees
April - October 2006	Apply appropriate levels of intervention including compliance agreements and /or sanctions to those districts found out of compliance on this indicator.	CIMS staff Contractors Grantees
April, 2006	Submit a report of progress on the implementation of this plan to the OSEP.	OSE/EIS staff
Nov, 2006	Report the results of the implementation of this plan to the OSEP.	OSE/EIS staff

Target	All ISDs/LEAs determined to have significant discrepancy in the rate of suspension/expulsion will be identified and issues corrected by October, 2006	
Evidence of Change:	<p>The OSE/EIS will systematically review policies, procedures and practices of LEAs found out of compliance on select indicators.</p> <p>Development and provision of guidance/best practice information to the field.</p> <p>Documentation of revised policies, procedures and practices, where appropriate.</p> <p>The SEA data demonstrates identified districts to be in compliance by October, 2006.</p>	

TIMELINES	ACTIVITIES	RESOURCES
SPP		
2006-2007	Utilize the Michigan IDEA Institute to provide statewide training for education administrators and others on the improvement of special education suspension/expulsions.	OSE/EIS staff Education Administrators
2006-2007	Implement plan to collect data on new sub indicator. Analyze data and set targets for 2007 APR.	OSE/EIS staff
2006-2008	Work with Michigan's Compliance Information System (MICIS) data system referent group and LEA/ISD stakeholders to develop a discipline data collection process to be followed by all districts.	OSE/EIS staff MICIS Referent Group LEAs and ISDs
2006-2011	Continue the review of suspension/expulsion data and report progress toward meeting targets in the APR.	OSE/EIS staff Stakeholders
2007-2009	Develop a folder/module for the Mi-Map statewide school improvement toolkit to facilitate dissemination of information and technical assistance on special education suspension/ expulsions to a broader audience including LEA school improvement teams.	OSE/EIS staff LEAs and ISDs

2008-2011	Incorporate training on disproportionality issues related to suspension/expulsion with training designed to address issues identified in Indicator 9.	OSE/EIS staff LEAs and ISDs
2006-2009	Provide information and technical assistance from the Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) project to districts that demonstrate a significant discrepancy in rate of suspension/expulsion.	OSE/EIS staff MiBLSi staff
2006-2009	Obtain and disseminate materials on disproportionate representation from the NCCRESt and disseminate to the field.	OSE/EIS staff

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team reviewed national and regional data and considered current policy initiatives, such as high school reform, that could impact Least Restrictive Environment (LRE). In addition, imminent changes in LRE data collection were factored into the work of this team, as well as the strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005.

Monitoring Priority: FAPE in the LRE

Indicator 5 – LRE Settings: Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = # of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- B. Percent = # of children with IEPs removed from regular class greater than 60% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- C. Percent = # of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total # of students aged 6 through 21 with IEPs times 100.

Overview of Issue/Description of System or Process:

The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) has previously calculated LRE using Full Time Equivalency (FTE) in special education. The FTE, used for state financial reimbursement purposes, is a measure of special education teacher contact time, not a measure of educational setting.

LRE data were reported in the Michigan Compliance Information System (MICIS); however the MICIS formats will be converted to the Single Record Student Database (SRSD) formats and the data elements for reporting LRE will change.

Beginning December 1, 2005 LRE data will be collected per the federal reporting format for LRE. Calculations using FTE data will no longer be used. This new data may not be comparable to data currently being reported. It is expected that this change in data collection will reflect a significant difference in Michigan's performance as reported in the 2005 SPP. The OSE/EIS expects there may be a need to re-establish baseline performance as reported in the 2007 APR.

Baseline Data for FFY 2004 (2004-2005):

Table 1

Percentage of Students by Placement for Ages 6-21 by Disability December 2004

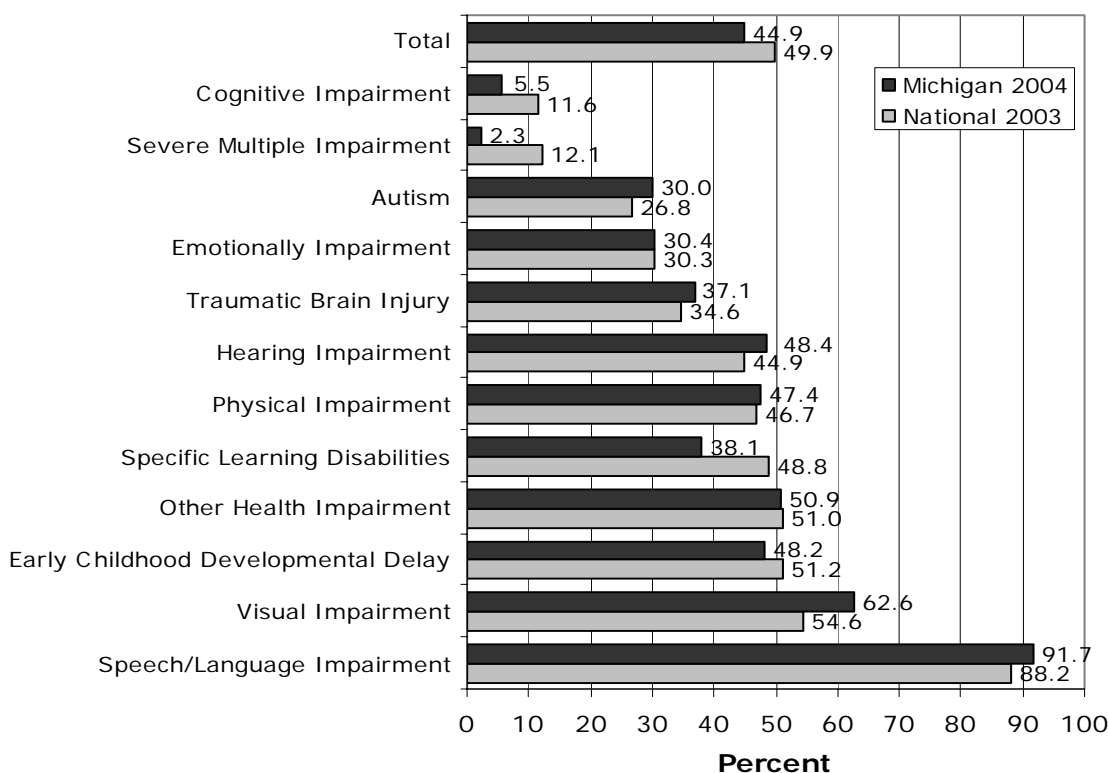
Time Outside Regular Class	0-20%	21-60%	61-100%	Separate Facility	Total
Speech & Language Impairment (N=43,452)	91.7	5.8	2.2	0.3	100.0
Visual Impairment (N=813)	62.6	18.7	16.7	2.0	100.0
Other Health Impairment (N=12,619)	50.9	35.0	13.1	1.0	100.0
Hearing Impairment (N=2,901)	48.4	21.2	25.6	4.8	100.0
Early Childhood Developmental Delay (N=968)	48.2	21.7	27.0	3.1	100.0
Physical Impairment (N=5,391)	47.4	26.4	23.9	2.3	100.0
Specific Learning Disability (N=96,413)	38.1	42.9	18.6	0.4	100.0
Traumatic Brain Injury (N=429)	37.1	29.8	26.8	6.3	100.0
Emotional Impairment (N=19,682)	30.4	29.6	29.9	10.1	100.0
Autism (N=7,318)	30.0	19.5	35.8	14.7	100.0
Cognitive Impairment N=25,041)	5.5	21.6	60.9	11.9	100.0
Severe Multiple Impairments (N=2,858)	2.3	2.7	36.2	58.8	100.0
Total Percent	44.9	29.2	22.0	4.0	100.0
Total Number	(97,760)	(63,559)	(47,846)	(8,720)	(217,885)

Source: MICIS

Table 2

Comparison of Michigan and National Average Percentage of Students, ages 6-21
By Disability, Removed From the Regular Classroom Less Than 21% of the Day

December 2004



Source: MICIS

Discussion of Baseline Data:

Michigan's baseline performance on this Indicator is as follows:

- 44.9% of children with IEPs aged 6-21 are removed from the regular classroom less than 21% of the day.
- 22.0% of children with IEPs aged 6-21 are removed from the regular classroom greater than 60% of the day.
- 4.0% of children with IEPs are served in separate facilities.

An analysis of Michigan's trend data from 2002-2004 found the performance on the 3 sub indicators to be stable. LRE data was reported in MICIS, however the MICIS system will be converted to SRSD in the near future and the data elements for reporting LRE will change.

Requirements of the 2005 APR

In this year's APR letter dated September 23, 2005, the OSEP indicated looking forward to reviewing updated data and information in the SPP including the implementation of strategies to improve performance and resulting data and analysis.

Response to the APR Requirements

The OSE/EIS proposed the following strategies and provides an update on progress toward implementing those strategies.

1. Development of a new focused monitoring system designed to help districts identify the LRE: the OSE/EIS is implementing the first full year of Continuous Improvement Monitoring System (CIMS) (see Appendix A). One third of all districts will be required to complete the special education Service Provider Self Review (SPSR) enabling them to determine LRE issues and develop an improvement plan to address noncompliance and student level corrective actions. In addition LRE, along with dropout and identification rates, have been identified by stakeholders as the targets for focused monitoring. Upon review of LEA performance data, districts are selected to participate in focused monitoring. Focused monitoring non-compliance findings will be addressed through the development of an improvement plan. Districts will receive an Implementation grant to assist with improvement plan activities.
2. Participation as an "Achieve State" participating in aggressive high school redesign work: Michigan has reviewed and considered incorporating information from the national grade level content expectation work from Achieve in the development of Michigan's Grade level content expectations. Michigan is also using information from Achieve in the development of Michigan's graduation requirements.
3. Enhanced data disaggregation, analysis and visibility of LRE data: LRE data are part of the District Data Portraits. Districts can review their own data in relation to self, other like sized districts, disaggregate and use data to make decisions about how to effectively address local LRE issues.

Measurable and Rigorous Targets:

The process for setting measurable and rigorous targets was applied consistently across indicators. Each stakeholder team reviewed and discussed a variety of data and determined rigor based on a consideration of factors related to the area. For Indicator 5, the stakeholder team reviewed the data and identified the considerations listed below as a basis for setting measurable and rigorous targets.

- State Special education trend data
- Comparison to other similar states
- Comparison to national average

Considerations for setting targets:

- current status within Michigan & trend
- current status compared to other large states (neighboring and national)
- redesign of data collection/calculation methods will require Michigan to establishing a new baseline in the near term
- achievable rate of progress

For sub-indicator C stakeholders recognized the infrastructure challenges that are required in meeting the needs of children with disabilities who are currently served in separate facilities in Michigan. This includes long-term health and medical issues, court placements and other specific factors related to where children receive instruction. The OSE/EIS is committed to ensuring that improvements are made in this area to the extent possible.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	A. Increase the percentage of students served outside the regular class <21% of the time from 44.9% to 46%. B. Decrease the percentage of students served outside the regular class >60% from 22% to 21.5%. C. Decrease the percentage of students served in separate facilities to < 4.0%.
2006 (2006-2007)	A. Increase the percentage of students served outside the regular class <21% of the time from 46% to 47%. B. Decrease the percentage of students served outside the regular class >60% to 20.5%. C. Decrease the percentage of students served in separate facilities to 3.8%.
2007 (2007-2008)	A. Increase the percentage of students served outside the regular class <21% to 48%. B. Decrease the percentage of students served outside the regular class >60% to 19.5%. C. Decrease the percentage of students served in separate facilities to 3.8%.
2008 (2008-2009)	A. Increase the percentage of students served outside the regular class <21% to 49%. B. Decrease the percentage of students served outside the regular class >60% to 18.5%. C. Decrease the percentage of students served in separate facilities to 3.6%.

2009 (2009-2010)	<p>A. Increase the percentage of students served outside the regular class <21% to 51%.</p> <p>B. Decrease the percentage of students served outside the regular class >60% to 17.5%.</p> <p>C. Decrease the percentage of students served in separate facilities to 3.6%.</p>
2010 (2010-2011)	<p>A. Increase the percentage of students served outside the regular class <21% to 53%.</p> <p>B. Decrease the percentage of students served outside the regular class >60% to 16.5%.</p> <p>C. Decrease the percentage of students served in separate facilities to 3.4%.</p>

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
2005	Review data and select districts to participate in Focused monitoring based on LEA performance data on the focused monitoring indicators.	OSE/EIS staff
2005	Focus work with select districts whose 2002, 2003, 2004 average LRE data are below Michigan's average and whose data indicate no positive direction of improvement in LRE during the past three years.	OSE/EIS staff LEAs and ISDs
2005	Collect and use data for the activity above by <ul style="list-style-type: none"> • using the Service Provider Self Review (SPSR) process that will be completed by 1/3 of the LEAs annually. • developing an LRE statewide scatterplot including all districts to further examine state LRE distribution. • developing and publicly distributing a state map including all districts to further examine state LRE distribution. 	OSE/EIS staff LEAs and ISDs
2006-2008	Provide resources and tools to districts (i.e., a sample, basic LRE computation that reflects variation per building) to improve data reporting.	OSE/EIS staff ISDs LEAs
2006-2008	Communicate the federal LRE reporting requirements to local and intermediate directors of special education and other education administrators.	OSE/EIS staff ISDs LEAs Professional Organizations
2006-2008	Work with the monitoring team in the verification process to address an analysis of data entry factors that impact reporting accuracy of LRE data.	CIMS Team Data Team(s)

2006-2008	<p>Convene a stakeholder group to develop best practice activities that can be disseminated to LEAs. Activities might include the following:</p> <ul style="list-style-type: none"> Looking at Michigan school districts where a high percentage of students are served <21% outside the regular classroom K-12 (who also have improving achievement data) to analyze essential elements of their delivery system Conducting a comparative study of the correlation in Michigan school districts between setting and achievement (linking with Indicator 3 on AYP proficiency) and reporting results to the public, general education administrative organizations, institutions of higher education, etc. 	<p>OSE/EIS staff LEAs and ISDs Institutes of Higher Education School Administrators</p>
2006-2011	<p>Provide targeted districts and those who participate in focused monitoring with technical assistance from MDE initiatives such as:</p> <ul style="list-style-type: none"> Michigan Integrated Behavior and Learning Support Initiative that promotes school wide positive behavior support and early literacy success. Response to Intervention model. State Improvement Grant mathematics and English Language Arts middle school groups Quality literacy instruction K-12, with a focus on improving equity of access in middle and high school. High school redesign initiative School Improvement Framework tools for school personnel and families Grade Level Content Expectations. 	<p>OSE/EIS staff MiBLSI staff SIG staff</p>
2006-2011	<p>Continue to identify and target districts based on LRE performance data for participation in CIMS SPSR, Verification or Focused Monitoring.</p>	<p>OSE/EIS staff CIMS Team Data Team ISDs</p>

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team had to review and analyze a number of systemic barriers to improving LRE ratios. These barriers include state legislation and funding, regulations regarding teacher certification standards and a shortage of early childhood placement options.

Monitoring Priority: FAPE in the LRE

Indicator 6 – Preschool LRE: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = # of preschool children with IEPs who received special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

Overview of Issue/Description of System or Process:

In Michigan, the provision of special education and related services to young children with IEPs in settings with typically developing peers has been a long standing issue. In 2003 the Michigan Association of Administrators of Special Education (MAASE) formed a work group to support the Governor's early childhood education and child care initiative. The work group completed and submitted a final report along with recommendations regarding early childhood programs and services. One of the major challenges identified in the report centers on issues of funding. The MAASE report identified that:

- Michigan's current systems for delivering early childhood programs and services to all children birth through the age of five are categorical (i.e., low income, at risk, disability).
- The current funding structures of early childhood programs and services are discrete and create challenges for integration of children with disabilities with their non-disabled peers.
- Challenges include complex funding and pupil accounting requirements, program guidelines, and teacher and personnel certification requirements.
- In addition, program standards, class size, adult/child ratios, and other requirements create additional challenges.

Currently, there is no legislation in Michigan requiring or appropriating funds for universal preschool. While there are state appropriations for programs for preschool children at risk of school failure, funding has been reduced over the past few years. However, collaboration among preschool special education, Michigan

School Readiness Program (MSRP) and Head Start is robust. This collaboration has resulted in as much flexibility as can be realized for each program. Nevertheless, much remains to be achieved.

One recommendation in the MAASE report was to place or locate Early Childhood Special Education (ECSE) classrooms in close proximity to Head Start, Michigan School Readiness Programs (MSRP), and other publicly offered preschool programs in order to encourage collaboration. This practice results in a higher percentage of preschool special education children receiving special education and related services in settings with typically developing peers.

In recent years, promoting this practice has been a challenge. The Michigan Legislature has cut funding for school readiness programs. In addition, over the last five years Michigan's IDEA, Section 619 grant award has slightly decreased while the number of 3-5 year old children with IEPs who receive special education and related services has increased. These funding challenges have significantly reduced the number of funded enrollment opportunities for children with disabilities to be in settings with typically developing peers and have hampered attempts toward moving classrooms for children with special needs closer to other programs for typically developing peers.

Implementation of this recommendation has required changes in the Michigan School Aid Act and the Michigan Administrative Rules for Special Education. The most recent Michigan School Aid Act has provided for an increase in flexibility in the provision of early childhood services.

Another barrier to the provision of special education services for children with special needs in settings with typically developing peers is related to Michigan's high standards for teacher certification. Both MSRD and ECSE programs require certified teachers with endorsements in early childhood. Many other preschool programs, including Head Start, do not have certified teachers. Based on Michigan standards, state school aid and IDEA funds may only be used for programs that have certified and appropriately endorsed teachers.

Baseline Data for FFY 2004 (2004-2005):

Table 1

Number of Children with IEPs Ages 3-5 And Participation Rate In The OSEP Environmental Classifications/Settings December 1 2004

<u>Educational Setting Age 3-5</u>	<u>2004</u>	<u>% Participation</u>
Early Childhood Setting	11,471	47.7%
Early Childhood Special Education Setting	9,963	41.4%
Home	333	1.4%
Part Time Early Childhood/Special Education	961	4.0%
Residential Facility	7	0.0%
Separate Facility	257	1.1%
Itinerant Services	1,053	4.4%
Reverse Mainstreaming	0	0.0%
Total	24,045	100.0%

Source: Michigan's Compliance Information System (MICIS)

The percent of preschool children with IEPs who receive special education services in settings with typically developing peers is 47.7%. This percent was reached by dividing the number of preschool children with IEPs who received special education services in settings with typically developing peers by the total # of preschool children with IEPs times 100. In 2004 the largest group of children with IEPs ages 3 to 5 was served in the early childhood setting (47.7%) while the second largest group was served in early childhood special education setting (41.4%).

The Michigan Department of Education, Office of Special Education and Early Intervention Services recognizes the percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers needs to increase. The resolution of this issue requires changes in legislation, funding, and related policies to achieve an integrated system of preschool programs and services.

Discussion of Baseline Data:

Data collected from Intermediate School Districts (ISD), Local Education Agencies (LEA) and Public School Academies (PSA) as part of the December 1 Count is entered into MICIS, the state's database and includes placement of children ages three through five. The eight reporting categories follow the OSEP classifications. The table above displays the December 1 2004 data including the numbers and percent of children served in each of the classifications (settings).

Definitions of each data setting are provided to clarify what each setting represents. The educational settings described in this data collection are:

- *Early Childhood Setting*: Students who received ALL (100%) of their special education and related services in early childhood educational settings designed primarily for children without disabilities.
- *Early Childhood Special Education Setting*: Students who received all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community based settings.
- *Home*: Students receive their special education and related services in the principal residence of the child's family or caregivers.
- *Part-Time Early Childhood/Part-Time Special Education Setting*: Students who received special education and related services in multiple settings including special education and related services are provided in: (1) the home, (2) educational programs designed primarily for children without disabilities, (3) programs designed primarily for children with disabilities, (4) residential facilities, and (5) separate schools.
- *Residential Facility*: Students who received all of their special education and related services in publicly operated residential schools or residential medical facilities on an inpatient basis.
- *Separate Facility*: (MICIS technical manual doesn't list Separate Facility)
- *Separate School*: Students who received all of their special education and related services in educational programs or private day schools specifically for children with disabilities.
- *Itinerant Services Outside the Home*: Students who received all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). This does not include children receiving services at home.
- *Reverse Mainstreaming*: Students who received all of their special education and related services in educational programs designed primarily for children with disabilities but that includes 50 percent or more children without disabilities.

Measurable and Rigorous Targets:

The process for setting measurable and rigorous targets was applied consistently across indicators. Each stakeholder team reviewed and discussed a variety of data and determined rigor based on the consideration of factors related to the area. For Indicator 6 the stakeholder team reviewed the data and identified the considerations listed below as a basis for setting measurable and rigorous targets:

Data Reviewed:

- State Special education trend data
- Comparison to other similar states
- Comparison to national average

Considerations for setting targets:

- current status & trend of improvement
- need to determine a level of reasonable progress
- policy challenges that impact ability to effect change
- teacher certification issues and other program requirements

Given the constraints of funding, legislation and regulation, these targets are considered rigorous.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	49% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
2006 (2006-2007)	52% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
2007 (2007-2008)	57% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
2008 (2008-2009)	60% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)

2009 (2009-2010)	63% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
2010 (2010-2011)	66% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
2005-2006	The OSE/EIS leadership and staff will work with the Office of Early Childhood Education & Family Services (ECE & FS) and identify members of an ongoing work group who will develop strategies to increase the number of children with IEPs receiving services with nondisabled peers. ECE & FS will add a 619 Educational Consultant position to focus on staff development.	OSE/EIS staff ECE & FS staff Finance staff Grantees if appropriate
2006-2007	Build on the OSE/EIS Technical Assistance/Professional Development LRE activities regarding the 6-21 year old students by adapting activities for 3-5 year old children. Strategies will include TA from the finance units of both the OSE/EIS and ECE & FS on funding options that ISD/LEAs may use for maximizing LRE opportunities.	OSE/EIS staff ECE & FS staff Finance staff Grantees if appropriate
2005-2006	Work with the Continuous Improvement Monitoring System (CIMS) in the development of a Key Performance Indicator (KPI) that will capture the LRE data that LEAs and ISDs (who provide early childhood programs for 3-5 year olds) submit.	CIMS team
2006-2007	Use consultants to provide technical assistance to districts whose data show low percentages of children in settings with typically developing peers.	OSE/EIS staff ECE & FS staff
2006-2009	Encourage and provide technical assistance to districts who are seeking waivers from the MDE in order to provide ECSE in a more flexible manner and/or timeframe.	OSE/EIS staff ISDs, LEAs and PSAs ECE & FS staff
2007-2010	Work with public and private institutions to create and implement LRC options for children ages 3-5 who have IEPs.	ECE & FS staff

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team had the challenge of considering possible data collection methods, sampling options and the process of selecting a grantee/contractor to design and implement the Preschool Outcomes System. The timelines for this new requirement are not conducive to the rigorous design process that would be desirable.

Monitoring Priority: FAPE in the LRE

Indicator 7 – Preschool Outcomes: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = $\frac{\# \text{ of preschool children who reach or maintain functioning at a level comparable to same-aged peers}}{\# \text{ of preschool children with IEPs assessed times 100}}$.
- b. Percent of preschool children who improve functioning = $\frac{\# \text{ of preschool children who improved functioning}}{\# \text{ of preschool children with IEPs assessed times 100}}$.
- c. Percent of preschool children who did not improve functioning = $\frac{\# \text{ of preschool children who did not improve functioning}}{\# \text{ of preschool children with IEPs assessed times 100}}$.

Overview of Issue/Description of System or Process:

This SPP requires the submission of new child outcome data for children with disabilities, ages three through five who are eligible for services under Section 619 of Part B of IDEA 2004. The Michigan Department of Education will be required to collect information from all school districts (ISD/LEAs) on the performance and results of participation in the program for children with disabilities ages three through five. This SPP will be similar to Indicator 6 (Preschool LRE) in that The Office of Special Education and Early Intervention Services (OSE/EIS) and the Office of Early Childhood Education and Family Services (ECE & FS) will share in the responsibility of programs and services for children three through five years old, who have IEPs.

The Office of ECE & FS is developing a Request for Proposals (RFP) for a Preschool Outcome Indicators Measurement Grant System. The successful bidder will have:

- Demonstrated capacity to develop and implement a statewide data collection system;
- Demonstrated capacity to understand the principles of assessment for preschool children;
- Demonstrated understanding of the structure of the early childhood system of Michigan and the intermediate school districts;
- Demonstrated knowledge of the Michigan Special Education Rules and the federal Individuals with Disabilities Education Improvement Act;
- Demonstrated understanding of the Individualized Education Program;
- Demonstrated ability to support the Michigan Department of Education in the continuous improvement and focused monitoring process and;
- Demonstrated extensive experience with Part B of the IDEA 2004 legislation.

The successful bidder for this RFP will be funded for 3 to 5 years to develop a Preschool Outcomes Indicators Measurement System. This System will be developed in 2006 and described in the February 2007 APR. Information in the APR will include:

- a description of the process for choosing the measurement tool(s),
- the criteria used to choose the tool(s),
- the timeframe for piloting the tool(s), and
- the actual collection of the baseline data.

The pilot sites involved in the collection of the baseline data will be representative of the population of children served within the State. The successful bidder will provide recommendations for statewide implementation based on the experience of the pilot sites.

Baseline Data for FFY 2004 (2004-2005):

No baseline data currently exists for this Indicator. Baseline data will be reported in FFY 07.

Discussion of Baseline Data:

The Michigan Department of Education, ECE & FS in collaboration with the OSE/EIS will create an indicator measurement system composed of a measurement tool(s) and the criteria for assessing the progress of children in the areas of social emotional, language/communication and early literacy skills. It will also assess how appropriate the behaviors are that children use to meet their needs.

The proposed sampling plan would pilot the data collection, giving the Michigan Department of Education the opportunity to collect preliminary data. The sampling plan will use the December Count as the frame for the sample. Approximately one third of all the LEAs will be selected from each Intermediate School District (ISD) to participate in the sample. These districts are roughly representative of the special education population in the state with respect to race/ethnicity and disability. This approach also assures geographic representation because all 57 ISDs are represented.

Sampling individual children within the LEAs will consist of selecting only entering children each year, roughly one third of all three to five year olds. These children will be measured again upon exiting the program.

For the smaller LEAs, all preschool children with disabilities in this age group will be selected for participation in the sample. For the ten larger LEAs, children will be selected by stratified random sampling based on disability. This will assure representation of low incidence groups.

Michigan has one LEA with more than 50,000 students which will be included each year, with a sample, stratified by disability.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS will report baseline data and set targets on this Indicator in FFY 07.
2006 (2006-2007)	The OSE/EIS will report entry data and set targets on this indicator in FFY 07.
2007 (2007-2008)	To be determined.
2008 (2008-2009)	To be determined.
2009 (2009-2010)	To be determined.
2010 (2010-2011)	To be determined.

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
2005-2006	ECE & FS develops and funds a Preschool Outcomes Grant.	ECE & FS staff OSE/EIS staff
2006-2007	Grantee facilitates implementation of a measurement tool(s) and collects data from pilot sites.	ECE & FS staff Successful bidder
2006-2007	Collect baseline data from pilot site.	ECE & FS staff
2006-2007	Report child status in 2007 APR	ECE & FS staff Successful bidder
2006-2008	Grantee will work with the Michigan Compliance Information System (MICIS) to build this new data collection and reporting system.	Successful bidder MICIS staff OSE/EIS staff
2006-2007	Develop a current accurate roster of all 619 Coordinators.	Successful bidder ECE & FS staff OSE/EIS staff
2006-2007	Develop awareness level opportunities for 619 Coordinators and service providers about the measurement tool(s) and data collection. Sustained learning opportunities will be provided as follow-up.	Successful bidder ECE & FS staff OSE/EIS staff
2007-2008	ECE & FS with successful bidder develops a work group that will review progress and develop strategies that demonstrate how progress in the three areas of measurement can be used to drive future methods of instruction.	ECE & FS Successful bidder Future work group

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team considered multiple sources of data collected over the past year as part of a re-design effort for the statewide parent support services system.

Monitoring Priority: FAPE in the LRE

Indicator 8 – Facilitated Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

Overview of Issue/Description of System or Process:

In Michigan, the issue of facilitated parent involvement is seen as an opportunity for the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) to promote expectations that all schools will establish welcoming environments to parents. The essential components of welcoming environments will include parents having access to critical educational information in a variety of formats, as well as opportunities for learning about and engagement in education issues, training and student advocacy skill development.

Developing respectful relationships among families, service providers and administrators is the first step in the development of meaningful partnerships and includes the intentional focus of working with parents and creating an environment of true collaboration that supports improved outcomes for children.

In 2004, the OSE/EIS took initial steps in moving the current system of parent support to be more responsive in this new era of accountability. Time and resources were dedicated to a year of discovery work. Information was sought from parents of infants and toddlers who receive early intervention services and children with IEPs about what they expect and desire from the system. Opportunities for parents to provide feedback included participation in regional focus groups, completion of surveys, and telephone interviews. This information is being analyzed to identify priority areas for improvement.

The discovery work will also be a resource to the reorganization of parent support systems and dissemination of much-needed information at the state, regional and local level. One of the natural benefits of an improved parent support and information system will be an increase in facilitated parent involvement.

The OSE/EIS will communicate a clear expectation of facilitated parent involvement and will ensure support is provided to parents, ISDs, LEAs and PSAs. The OSE/EIS will secure a measurement tool to capture information about the extent to which parents are getting what they need most to help their infants, toddlers and children.

Baseline Data for FFY 2004 (2004-2005):

No baseline data currently exists for this indicator; baseline data will be provided in February 2007.

Discussion of Baseline Data:

The OSE/EIS is considering using the Parent Survey developed by the National Center on Special Education Accountability Monitoring (NCSEAM). Presently, work is underway to determine the required sampling methodology that will yield valid and reliable estimates (See details in Appendix B).

Two options are being explored at this time: administering the NCSEAM Parent Survey independently or incorporating components of the NCSEAM Survey into Michigan's CIMS Service Provider Self Review (SPSR). The proposed sampling plan would align the parent involvement data collection with the CIMS SPSR data collection efforts to assess LEA performance on the Performance Indicator and to ensure compliance and continuous improvement in performance.

Sampling would consist of a two stage process. The first stage would sample approximately one third of the LEAs chosen randomly from within each ISD. By assuming that this sample includes representatives from each ISD, the OSE/EIS gathers information from within LEAs for its CIMS SPSR. That review includes family assessments of district performance so the parent survey can also serve this purpose. This approach also assures geographical representation because all 57 ISD are represented.

The second stage would be selected in either of two ways. Many LEAs are so small that nearly all of the families would have to be surveyed, but where the size of the population is sufficiently large, families would be selected by stratified random sampling. Stratification would be based on disability and would assume that low incidence disability groups are well represented.

Michigan has one LEA with more than 50,000 total students so that district would be included each year, with a sample, stratified by disability. Parents/families will be surveyed and data will be reported in the FFY 2005 APR due February, 2007.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS will report baseline data and set targets on this Indicator in FFY 07.
2006 (2006-2007)	The OSE/EIS will report baseline data and set targets on this Indicator in FFY 07.
2007 (2007-2008)	To be determined.
2008 (2008-2009)	To be determined.
2009 (2009-2010)	To be determined.
2010 (2010-2011)	To be determined.

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
2005-2006	Engage NCSEAM and other grantees/contractors to explore options of using the parent survey. Determine: <ul style="list-style-type: none"> • Sample size • Cost • Michigan's capacity for data analysis of the completed surveys Develop and conduct the pilot parent survey in order to collect baseline data for the 2007 APR.	OSE/EIS staff NCSEAM staff Grantees
2005-2006	Convene a group including the CIMS team to align the Parent Survey with the data collected in the SPSR—Key Performance Indicator—Family Participation.	OSE/EIS staff CIMS team
2006-2007	Use the survey results to inform the design and implementation of the parent support and information technical assistance project.	OSE/EIS staff Consultants and Stakeholders Grantees
2006-2007	Provide leadership training opportunities that embed "best practice" models. <ul style="list-style-type: none"> • Consider this concept in the OSE/EIS special education director and supervisor approvals process. • Consider application to training provided at Institutes of Higher Education. 	OSE/EIS staff Institutes of Higher Education staff Stakeholders
2008-2009	Identify LEAs that need technical assistance and support in this area and provide support and assistance based on LEA needs.	OSE/EIS staff Grantees ISDs & LEAs
2008-2010	Identify and disseminate information about districts using models of "effective practice" that facilitate parent involvement.	OSE/EIS staff Grantees ISDs & LEAs

2010-2011	Re-assess progress, activities and resources needed to effect systems change on this indicator.	OSE/EIS staff Stakeholders ISDs & LEAs
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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

1. See General Overview pages 1-4.
2. For this indicator the stakeholder team had to review current compliance with IDEA, effective approaches to meeting compliance and data verification issues relative to addressing improvement strategies, as well as the strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005.

Monitoring Priority: Disproportionality

Indicator 9 – Disproportionality: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by # of districts in the State times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

For the last three years the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) has analyzed 618 data reported through the Michigan Compliance Information System (MICIS) regarding identification, eligibility category and placement of students with IEPs with respect to race/ethnicity. In 2003 the OSE/EIS analyzed disproportionality as a statewide aggregate, utilizing the composition method. In the 2004 APR the OSE/EIS analyzed disproportionality data utilizing the risk, risk ratio and weighted risk ratio methodology. In 2004 the data were analyzed at the Intermediate School District level (ISD) and in 2005, the MDE has performed the analysis at the local school district level. For a summary of this analysis, please refer to Appendix C, Preliminary Disproportionality Analysis.

In 2005 the OSE/EIS convened a core planning team with a diverse group of stakeholders to design a plan of action for addressing the findings of race/ethnic disproportionate representation of students with IEPs observed in the analysis of three years of data. The work of this core team has been directly influenced by the State Performance Plan requirements and the opportunity to obtain more in-depth local data on the issue through the Continuous Improvement and Monitoring System (CIMS).

The OSE/EIS has developed a plan to identify LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Baseline Data for FFY 2004 (2004-2005):

Baseline data and targets for this indicator will be reported in the 2007 APR.

Discussion of Baseline Data:

The OSE/EIS will continue the review and analysis of 618 data collected through MICIS and any applicable data collected through the Continuous Improvement Monitoring System (CIMS) to determine baseline, set targets and evaluate performance on this indicator. The first set of baseline data will be available for the 2007 APR. The proposed plan to analyze baseline data is described in steps 1 through 5.

1. Data analysis to determine LEAs with disproportionate representation of racial and ethnic groups in special education and related services.

The Weighted Risk Ratio (WRR) disproportionality analysis at the school district level will be the basis for the analysis of what are acceptable and non-acceptable rates of disproportionality. This data analysis includes two steps: a) the data analysis itself, utilizing the risk ratio methodology and b) a ranking of the schools according to the results of the data analysis (WRR).

a. Conduct annual data analysis of disproportionality by LEAs utilizing WRR methodology (other alternate calculation methods may be used as well).

b. Rank LEAs on WRR analysis results.

LEAs will be ranked according to their WRR for overall identification of students with IEPs with respect to race ethnicity.

2. Conduct data verification for LEAs that appear to have the highest risk for disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

The WRR will serve as one indicator of risk for disproportionate representation of racial and ethnic groups in special education and related services. Districts with a high WRR for a specific minority group (1.5 or greater) will be targeted for review/verification. Using the CIMS Verification Process, the OSE/EIS Data Team will contact districts with a WWR of 1.5 or higher to ensure accuracy of

their data and/or identify other circumstances that might impact their ranking. Districts that remain on the list after verification will be selected to participate in a level of intervention as described in step 4. Therefore, from the ranked list, the MDE will determine the LEAs and PSAs that demonstrate disproportionate representation of racial and ethnic groups in special education and related services.

3. Pre-analysis of high risk LEAs

Engage a sample of high risk LEAs in a process (i.e., survey/interview/ call process) to gather information and materials about potential factors contributing to disproportionate representation. This process may include the following:

- Securing local policies, procedures, practices
- Identifying other reasons for disproportionality
- Identifying specific situations or circumstances that impact racial/ethnic proportionality

A survey/interview prototype was drafted by the core team. Other approaches to collecting information including case studies may also be designed.

4. Apply appropriate intervention to LEAs according to a three-tiered intervention model.

Upon verification of LEA data, the OSE/EIS will implement a three-tiered intervention process to address the needs of LEAs identified based on their WWR ranking. The levels of intervention will be consistent with those determined under the CIMS activities.

Level 1: Reviewing policies, procedures, practices

LEAs with a WWR ranging from 1.5 to 1.9 will participate in level 1 intervention. Based on information collected through step 3 above, a rubric will be designed to review LEA policies and procedures that guide the identification of students with disabilities. The rubric will be an attempt to standardize the process for identifying what is to be considered a disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (The OSE/EIS may consider the rubric developed by the National Center for Culturally Responsive Educational System (NCCRESt) as a guide for developing a review of district practices regarding appropriate identification of students with IEPs at the district level.)

Level 2: Self Review

LEAs with a WWR ranging from 2.0 – 2.5 will participate in level 2 intervention. Currently the CIMS process requires ISDs to select 1/3 of their districts to participate in self review process every 3 years. LEAs will be required to use the rubric to review policies, procedures and practices. Improvement plans must address any findings related to disproportionate representation that is a result of inappropriate identification.

Level 3: Focused Monitoring (See Appendix A)

LEAs with a WWR above 2.5 and above will participate in level 3 intervention – Focused Monitoring.

NOTE: The determination of intervention level may also be designed for a specific number of LEAs at each level, or by peer group. Either case will depend on a ranking of WRR from highest to lowest.

5. Determine appropriate/inappropriate identification

The OSE/EIS will review LEA results at each level of intervention. LEAs that demonstrate disproportionality as a result of inappropriate identification may be sanctioned as described in IDEA 2004 using 15% of IDEA flowthrough funds for early intervening services to address this issue.

Requirements of the 2005 APR

In this year's APR letter dated September 23, 2005, the OSEP indicated that the state has not yet demonstrated meeting the requirements of 34 CFR §300.755 by determining what constitutes a significant discrepancy, reviewing its data against that standard and providing for the review, and if appropriate revision of policies, procedures and practices in identification and/placement when it identifies significant disproportionality. The response requires the OSE/EIS to provide the following information and data:

- A plan including strategies, proposed evidence of change, targets and timelines designed to ensure correction of the noncompliance as soon as possible but not more than one year after the OSEP accepts the plan
- A progress report including data analysis demonstrating progress toward compliance no later than six months from the data of the letter
- A report to the OSEP with data and analysis demonstrating compliance as soon as possible, but not later than 30 days following the end of the one year timeline.

Response to the APR Requirements

The following provides an update on Michigan's progress toward implementing activities outlined in the FFY 2003 APR.

1. Convene a workgroup to review state data relative to disproportionate representation of children: The OSE/EIS has established a core team that has focused on reviewing data on ISD/LEA performance. Based on review of data, the team developed a definition for "significant discrepancy" in the rate of disproportionate representation to be applied to the determination of non-compliance. Implementation will occur during the 2005-2006 school year and in accordance with the plan developed in response to the OSEP's APR letter.

2. Develop and implement a plan to review policies, procedures and practices in ISDs and LEAs: The development of a rubric to review policies and procedures continues to be a work in progress and is expected to be completed by February, 2006. With the definition of disproportionality in place, the OSE/EIS plans to implement this process during the 2005-2006 school year in accordance with the plan developed in response to the OSEP's APR letter.
3. Disseminate to ISDs state and district data profile analysis: the profile data on disproportionate representation has been made available to LEAs/ISDs on the electronic district data profiles.
4. Provide information and assistance to address issues identified and related to disproportionality: Information and assistance will be made available to LEAs on an ongoing basis through a variety of venues available to the SEA including the Michigan Association of Administrators of Special Education (MAASE), the Michigan IDEA Leadership Institute and through CIMs monitoring and technical assistance activities.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS will finalize and implement system for addressing disproportionality.
2006 (2006-2007)	Implement and report outcomes in APR to equal 0%.
2007 (2007-2008)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be decreased to 0%.
2008 (2008-2009)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.
2009 (2009-2010)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.
2010 (2010-2011)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.

TIMELINES	ACTIVITIES	RESOURCES
APR Plan		
January – October, 2006	Continue to convene the Disproportionality Core team and stakeholders to facilitate the implementation of this plan.	OSE/EIS staff and stakeholders
February, 2006	Finalize the rubric that will be used to review LEA policies, procedures and practices that impact disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	OSE/EIS staff Disproportionality Core team Stakeholders
February - October, 2006	Identify LEA data that shows significant disproportionate representation of racial and ethnic groups in special education and related services and trigger the review of policies, procedures and practices.	OSE/EIS staff Core team
March 2006 –October, 2006	Implement the process/rubric for reviewing policies, procedures and practices of LEAs that demonstrate significant disproportionality.	OSE/EIS staff National Consultants CIMS staff Stakeholders Grantees
April - October 2006	Apply appropriate levels of intervention including compliance agreements and /or sanctions to those districts found out of compliance on this indicator.	CIMS staff Contractors Grantees ISDs & LEAs
Evidence of Change:	<p>The OSE/EIS will systematically review policies, procedures and practices of LEAs found out of compliance on select indicators.</p> <p>The OSE/EIS will develop and provide guidance/best practice information to the field.</p> <p>Documentation of revised policies, procedures and practices, where appropriate, will be provided to the SEA.</p>	

Target	100% of ISDs/LEAs determined to have significant disproportionality will be identified and issues corrected by October, 2006	
April, 2006	Submit a report of progress on the implementation of this plan to the OSEP.	OSE/EIS staff
Nov, 2006	Report the results of the implementation of this plan to the OSEP.	OSE/EIS staff

Improvement Activities/Timelines/Resources

TIMELINES	ACTIVITIES	RESOURCES
SPP		
2005-2011	Convene and maintain Disproportionality Core Planning team. Engage additional stakeholders, where appropriate.	OSE/EIS staff and stakeholders
Annual	Implement the proposed plan and levels of intervention.	OSE/EIS staff Information Services Team
February 2006	Finalize a rubric or adapt/modify the NCCRESt rubric, to use for reviewing LEA policies, procedures and practices that impact disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	OSE/EIS staff Disproportionality workgroup. ISDs
2006-2007	Implement rubric with LEAs based on the levels of intervention.	OSE/EIS staff CIMS staff. ISDs
2006-2007	Analyze data and report baseline performance in 2007 APR.	OSE/EIS staff
2006-2007	Summarize annual information on disproportionality and make it public.	OSE/EIS staff ISDs

2006-2007	Analyze data to evaluate the impact of this process. Use evaluation data to modify/revise the approach to identifying and working with LEAs.	OSE/EIS staff Information Service Team CIMS staff ISDs
2007-2008	Continue implementation and refinement of the process for identifying and working with LEAs that have disproportionate representation.	OSE/EIS staff CIMS staff ISDs
2007-2008	Analyze data to evaluate the impact of this process. Use evaluation data to modify/revise the approach to identifying and working with LEAs.	OSE/EIS staff Information Services Team CIMS staff ISDs
2008-2011	Link with NCCRESt and other TA providers to identify and disseminate appropriate technical assistance and best practice models to disseminate to districts needing assistance.	OSE/EIS staff Information Services Team NCCRESt National TA providers ISDs
2008-2011	Provide opportunities for information sharing for successful districts including the MI IDEA Leadership Institute.	OSE/EIS staff ISDs LEAs Grantees and Contractors

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team had to review current implementation strategies for Indicator 9 and align activities and resources to achieve compliance and reach the target of 0% disproportionality.

Monitoring Priority: Disproportionality

Indicator 10 - Disproportionality: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by # of districts in the State times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

In 2006 the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) will deploy a process to initiate identification of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. For this indicator, the OSE/EIS will analyze disproportionality with respect to six disability categories as recommended by the OSEP:

- Emotional Impairment
- Cognitive Impairment
- Specific Learning Disability
- Speech and Language Impairment
- Other Health Impairments
- Autism Impairments

Baseline Data for FFY 2004 (2004-2005):

Baseline data and targets for this indicator will be reported in the 2007 APR.

Discussion of Baseline Data:

The OSE/EIS will continue to review and analyze 618 data collected through the Michigan Compliance Information System (MICIS) and any applicable data collected through the Continuous Improvement and Monitoring System (CIMS) to determine baseline, set targets and evaluate performance on this indicator. The first set of baseline data will be available for the 2007 APR. The proposed plan to analyze baseline data is described in steps 1 through 5.

1. Data analysis to determine LEAs with disproportionate representation of racial and ethnic groups in special education and related services.

The Weighted Risk Ratio (WRR) disproportionality analysis at the school district level will be the basis for the analysis of what are acceptable and non-acceptable rates of disproportionality. This data analysis includes two steps: a) the data analysis itself, utilizing the risk ratio methodology and b) a ranking of the schools according to the results of the data analysis (WRR).

- a. Conduct annual data analysis of disproportionality by LEAs utilizing WRR methodology (other alternate calculation methods may be used as well).
 - b. Rank LEAs on WRR analysis results.
LEAs will be ranked according to their WRR for overall identification of students with IEPs with respect to race ethnicity.
2. Conduct data verification for LEAs that appear to have the highest risk for disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

The WRR will serve as one indicator of risk for disproportionate representation of racial and ethnic groups in special education and related services. Districts with a high WRR for a specific minority group (1.5 or greater) will be targeted for review/verification. Using the CIMS Verification Process, the OSE/EIS Data Team will contact districts with a WRR of 1.5 or higher to ensure accuracy of their data and/or identify other circumstances that might impact their ranking. Districts that remain on the list after verification will be selected to participate in a level of intervention as described in step 4. Therefore, from the ranked list, the MDE will determine the LEAs and PSAs that demonstrate disproportionate representation of racial and ethnic groups in special education and related services.

3. Pre-analysis of high risk LEAs

Engage a sample of high risk LEAs in a process (i.e., survey/interview/ call process) to gather information and materials about potential factors contributing to disproportionate representation. This process may include the following:

- Securing local policies, procedures, practices
- Identifying other reasons for disproportionality
- Identifying specific situations or circumstances that impact racial/ethnic proportionality

A survey/interview prototype was drafted by the core team. Other approaches to collecting information including case studies may also be designed.

4. Apply appropriate intervention to LEAs according to a Three-Tiered Intervention Model.

Upon verification of LEA data, the OSE/EIS will implement a three-tiered intervention process to address the needs identified of LEAs based on their WWR ranking as defined in the graphic below. The levels of intervention will be consistent with those determined under the Continuous Improvement and Monitoring System (CIMS) activities.

Level 1: Reviewing policies, procedures, practices

LEAs with a WWR ranging from 1.5 to 1.9 will participate in level 1 intervention. Based on information collected through step 3 above, a rubric will be designed to review LEA policies and procedures that guide the identification of students with disabilities. The rubric will be an attempt to standardize the process for identifying what is to be considered a disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (The OSE/EIS may consider the rubric developed by the National Center for Culturally Responsive Educational System (NCCRESt) as a guide for developing a review of district practices regarding appropriate identification of students with IEPs at the district level.)

Level 2: Self Review

LEAs with a WWR ranging from 2.0 – 2.5 will participate in level 2 intervention. Currently the CIMS process requires ISDs to select 1/3 of their districts to participate in self review process every 3 years. LEAs will be required use the rubric to review policies, procedures and practices. Improvement plans should address any findings related to disproportionate representation that is a result of inappropriate identification.

Level 3: Focused Monitoring (See Appendix A)

LEAs with a WWR above 2.5 and above will participate in level 3 intervention – Focused Monitoring.

NOTE: The determination of intervention level may also be designed for a specific number of LEAs at each level, or by peer group. Either case will depend on a ranking of WRR from highest to lowest.

5. Determine appropriate/inappropriate identification

The OSE/EIS will review LEA results at each level of intervention. LEAs that demonstrate disproportionality as a result of inappropriate identification may be sanctioned as described in IDEA 2004 using 15% of IDEA flowthrough funds for early intervening services to address this issue.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS will finalize and implement system for addressing
2006 (2006-2007)	The OSE/EIS will report baseline and establish targets for this indicator.
2007 (2007-2008)	The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be decreased to 0%.
2008 (2008-2009)	The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be 0%.
2009 (2009-2010)	The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be 0%.
2010 (2010-2011)	The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be 0%.

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
2005-2011	Convene and maintain Disproportionality Core Planning team. Engage additional stakeholders, where appropriate.	OSE/EIS staff stakeholders ISDs
Annual	Implement the proposed plan and levels of intervention.	OSE/EIS staff ISDs
February 2006	Develop a rubric or adapt/modify the NCCRESt rubric, to use for reviewing LEA policies, procedures and practices that impact disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	OSE/EIS staff Disproportionality workgroup ISDs
2006-2007	Analyze data and report baseline performance in 2007 APR.	OSE/EIS staff
2006-2007	Implement rubric with LEAs based on the levels of intervention.	OSE/EIS staff CIMS staff. ISDs
2006-2007	Summarize annual information on disproportionality and make it public.	OSE/EIS staff Information Services Team ISDs LEAs
2006-2007	Analyze data to evaluate the impact of this process. Use evaluation data to modify/revise the approach to identifying and working with LEAs.	OSE/EIS staff Information Services Team ISDs LEAs
2007-2008	Continue implementation and refinement of the process for identifying and working with LEAs that have disproportionate representation.	OSE/EIS staff ISDs

2007-2008	Analyze data to evaluate the impact of this process. Use evaluation data to modify/revise the approach to identifying and working with LEAs.	OSE/EIS staff ISDs
2008-2011	Link with NCCRESt and other TA providers to identify and disseminate appropriate technical assistance and best practice models to disseminate to districts needing assistance.	OSE/EIS staff NCCRESt National TA providers ISDs LEAs
2008-2011	Provide opportunities for information sharing for successful districts.	OSE/EIS staff ISDs LEAs

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team had to consider modifications to existing data collection systems and determine the efficiency of the method of data collection.

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11 – Part B Child Find: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = $b + c$ divided by a times 100.

Overview of Issue/Description of System or Process:

Michigan Administrative Rules for Special Education (MARSE) R340.1721c(2) establish a 30 school day timeline from parental consent to evaluate and determination of eligibility. This timeline is applicable for this indicator.

A child suspected of a disability who may need special education services may be referred to an Intermediate School District (ISD) or to a Local Educational Agency (LEA). Some of the data necessary to report on this indicator is collected at both the ISD and LEA level as part of the Individualized Education Program (IEP) process, but it is not currently reported to the State Educational Agency (SEA).

While the statewide 618 December 1 Count does not capture any referral information, the Part C referral data has been collected and reported for several years through Early Education Tracking System (EETRК). Special Education dates have not been collected.

Baseline Data for FFY 2004 (2004-2005):

No baseline data currently exists for this Indicator. Data will be gathered by enhancing Michigan's data collection system.

Discussion of Baseline Data:

The Office of Special Education and Early Intervention Services (OSE/EIS) Information Services Team (IST), which includes a referent group of stakeholders, will identify a list of required data sources and determine the frequency of collection. Existing technical support and training systems will be expanded to assist ISDs and LEAs with implementation. The IST will determine how the information required for this indicator, currently housed at the district level as part of the IEP process, might be collected for reporting on this indicator. The date of parental consent to evaluate is collected to varying degrees on varying forms at the district level. Eligibility and ineligibility for special education is collected on the IEP form.

The OSE/EIS will add necessary fields to the statewide data collection system (Michigan Compliance Information System (MICIS) and the Single Record Student Database (SRSD)) for December 2006 and baseline data will be reported in February 2007 APR for measurement "c".

The requirement to provide reasons for any delays that occur will be addressed through monitoring. The OSE/EIS will provide districts with broad categories to use including:

- child not available to evaluate
- child/family moved
- all parties agree to extend the evaluation period and progress is being made
- child's evaluation is in progress and is within the evaluation period

All data for this indicator will be collected through both MICIS and the State's Continuous Improvement and Monitoring System (CIMS) Service Provider Self Review (SPSR), (see appendix A). A new key performance indicator (KPI) will be developed to facilitate data collection SPSR component of CIMS.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS will report baseline data in FFY 07.
2006 (2006-2007)	The OSE/EIS will report baseline data in FFY 07.
2007 (2007-2008)	The OSE/EIS will assure that 100% of children, with parental consent to evaluate, are evaluated and their eligibility determined within 30 days.
2008 (2008-2009)	100% of children with parental consent to evaluate are evaluated and their eligibility determined within 30 days.
2009 (2009-2010)	100% of children with parental consent to evaluate are evaluated and their eligibility determined within 30 days.
2010 (2010-2011)	100% of children with parental consent to evaluate are evaluated and their eligibility determined within 30 days.

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
2005	Initiate discussions and begin planning with data referent group regarding the new data requirements.	OSE/EIS staff Data Team
2006	Revise the IEP Form/Manual to include the date of referral and the date of parental consent to evaluate. Disseminate to districts.	OSE/EIS staff ISDs & LEAs
2006	Initiate the reporting of referral date and date of parental consent to evaluate – clarify the student population targeted for this data collection.	OSE/EIS staff ISDs & LEAs

2006	Create a list of acceptable reasons that may contribute to the delay in meeting the 30 day timeline to evaluate and determine eligibility. Disseminate guidelines to districts.	OSE/EIS staff ISDs & LEAs
2006	Develop a referral module for the SRSD and/or MICIS that includes how this data will be collected: referral date, date of parental consent to evaluate, and reasons for delays in evaluations and determination of eligibility. Update training manuals and distribute to stakeholders. Provide technical assistance.	Data Design and Development Team ISDs & LEAs
2006-2011	Establish and maintain a work group to completely revise Michigan's Child Find process. Include, at a minimum, stakeholders from special education, general education, early childhood education, safe schools, community service providers, agency service providers, the health field, institutes of higher education (including community colleges), and the community at large.	OSE/EIS staff Stakeholders ISDs & LEAs National Consultants
2006-2007	Collect new data field during December data collection process and test for accuracy. Provide feedback on submitted data by including the fields in District Data Portraits.	OSE/EIS staff Data Team ISDs & LEAs
2006-2007	Report baseline data	OSE/EIS staff
2007-2008 Ongoing	Continue to collect data fields in December Test for accuracy. Secure feedback from submitters and make changes to increase accuracy.	OSE/EIS staff Grantees/Consultants Data Team ISDs & LEAs
2008-2011 Ongoing	Continue to collect data fields in December Test for accuracy. Secure feedback from submitters and make changes to increase accuracy.	OSE/EIS staff Data Team ISDs & LEAs Grantees/Consultants

2007-2011	Use data to determine Michigan's performance on the indicator and identify districts that may be under performing.	OSE/EIS staff Data Team CIMS staff ISDs LEAs
2007-2011	Verify data and provide technical assistance to districts based on performance.	OSE/EIS staff Data Team CIMS staff ISDs LEAs

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team reviewed current data collection capacity, potential implications of new data collection options, and the overall efficiency of each option.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12 – Early Childhood Transition: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.

Account for children included in a but not included in b or c. Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.

Percent = c divided by a – b times 100

Overview of Issue/Description of System or Process:

Michigan Mandate for Special Education:

Michigan is a birth mandate state, providing special education services from birth through age 25. The state provides programs and services under Michigan's special education mandate to children birth - 3 who have identified disabilities and are determined eligible for services. In addition, those infants and toddlers who are developmentally delayed or have established conditions, and their families, are served under Part C of IDEA (but not under the Michigan Special Education Mandate).

All birth - 3 children eligible for special education services, and their families, are eligible under Part C, if the parents choose services. Not all Part C eligible children and their families, however, are eligible for special education programs and services.

The state collects data on children being served under Part C (birth - 3) and those receiving special education services using different data reporting systems. Part C data are initially collected and maintained by Intermediate School Districts (ISD) using the Early Education Tracking System (EETRK) data system. The special education data is maintained daily by districts using their chosen data system or the Michigan Compliance Information System (MICIS). In addition, districts are required to submit specified special education data to the MICIS database for the annual 618 December 1 Count. In 2006 the EETRK and MICIS databases will merge into one. Data from various systems are compiled for the required federal reports.

Referrals and Referral Data Collection

Because Michigan is a birth mandate state, referrals of children birth - 3 for special education services can and do occur anytime between birth and age three. This affects measurement component "a", which counts the number of Part C children **referred** to special education. Many children will be served through special education immediately; that is, they receive services through special education from the beginning.

In Michigan, all referrals to special education require parental consent to evaluate. This is true for all children being referred from Part C to special education, even though Part C has previously secured parental consent. In both situations, consent is secured as part of the referral and generally occurs on the same date.

The statewide special education annual data collection (618 December 1 data) does not capture any referral information. Currently the EETRK system has optional entry fields for referral dates and consent dates for Part C and separate dates for special education. The Part C referral date has been collected and reported for several years but the special education dates have not been consistently collected. The result is a limited set of records (about 20%) that have entries for the special education referral date.

The EETRK system contains a data field for identifying the special education eligibility of the child. In most cases, there is a corresponding entry of the IEP date. There is no distinction, however, for the IEP implementation date, although this date is generally the date of the IEP team meeting. Since the EETRK system has many of the data fields, EETRK data will be used to prepare the baseline.

Ineligible Children and New Data Collection

Provision of data on children found ineligible for special education is a **new requirement** for both Indicators 11 and 12. Michigan does not collect these data, although we understand that many districts systematically collect and maintain such information in their various systems.

Likewise, Michigan does not collect reasons why a Part C child who is referred for special education may not have an IEP implemented by his/her third birthday. If a

referral has been received by a district, it maintains and monitors these data, while tracking the evaluation through the 30 school day evaluation period set by the state.

The long range database plan is to add fields to the 618 December 1 Count collection. This will require several months of design and communication with LEAs, ISDs, the Michigan Department of Education (MDE) and the Center for Educational Performance and Information (CEPI) in order to produce the desired definitions and layout. The CEPI, located in the Michigan Department of Management and Budget, is Michigan's data system for collecting and reporting information on all K-12 students and their schools.

Reasons (reasons for delay) For Timeline Delays and New Data Collection

Qualitative data, such as reasons for delays, maintained by LEAs and not easily collected through a data system, will be collected through Michigan's Continuous Improvement and Monitoring System (CIMS) using the Service Provider Self Review (SPSR).

As part of the SPSR, a variety of Key Performance Indicators (KPIs) are used for data collection.

A KPI is being developed to gather information regarding the status of special education children ages 3 to 8. The **new** federal requirements to identify the number of children found ineligible for special education and to describe the reasons why IEPs for Part C children have not occurred prior to their third birthdays will be incorporated in this KPI.

The SEA will recommend the use of several broad categories for districts to use in collecting data regarding timeline delays. These may include:

- Child not available to evaluate
- Child/family moved
- All parties agree to extend the evaluation period and progress is being made
- Child's evaluation is in process and is within the evaluation period.

Baseline Data for FFY 2004 (2004-2005):

The data presented below represent part of the measurement requirements for this indicator.

Table 1

2004 Part C Data Collection

Count of 2004 Part C Data Collection:	Total	%
Total # of children exiting Part C at age 3	4509	63
# of children served in Part C and eligible for Part B at exit (age 3)	2398	53.18
# of children not identified for Part B at exit (age 3)	2079	46.11
# of children with IEPs held after their 3 rd birthday	32	.71

There are no data on the total number of children served in Part C who were referred to Part B for eligibility determination (measurement “a”) therefore, the baseline cannot be computed at this time.

Discussion of Baseline Data:

The available data, used to establish part of the baseline, exist in the EETRK system. As noted previously, special education referral data is only available on approximately twenty percent of the children served under Part C at age 3. This population was chosen because it most closely resembles the case in a non-birth mandate state.

Referrals to special education for children birth - 3 who were receiving special education services but not receiving services under Part C totaled 727. This group is not counted in this methodology.

For the 12 month period 12/2/03 through 12/1/04, 4,509 children exited the Michigan Part C system because they reached age three. This was 63% of the total number of children exiting Part C. Of those leaving at age three, 2,398 were determined to be eligible for Part B, based on the eligibility indicator in the database. An additional 32 children were determined eligible for Part B services with IEPs held after their 3rd birthday.

The referral information is much less plentiful. Of the 2,430 children with IEP records, only 1,012 had a referral date recorded.

Measurement component “b”, which asks for the number of Part C children who are referred for special education and found ineligible by their third birthday, can not be addressed at this time, since the data are not collected. This is a **new** requirement that will interface with the requirement in Indicator 11. Data will need to be collected and maintained at the district level. The SEA will provide districts with broad categories to use and will collect these data through the SPSR component of CIMS.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS will assure that 100% of Part C children referred for Part B programs and services will have IEPs implemented by their third birthdays, if found eligible for special education.
2006 (2006-2007)	The OSE/EIS will assure that 100% of Part C children referred for Part B programs and services will have IEPs implemented by their third birthdays, if found eligible for special education.

2007 (2007-2008)	The OSE/EIS will assure that 100% of Part C children referred for Part B programs and services will have IEPs implemented by their third birthdays, if found eligible for special education.
2008 (2008-2009)	The OSE/EIS will assure that 100% of Part C children referred for Part B programs and services will have IEPs implemented by their third birthdays, if found eligible for special education.
2009 (2009-2010)	The OSE/EIS will assure that 100% of Part C children referred for Part B programs and services will have IEPs implemented by their third birthdays, if found eligible for special education.
2010 (2010-2011)	The OSE/EIS will assure that 100% of Part C children referred for Part B programs and services will have IEPs implemented by their third birthdays, if found eligible for special education.

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
2005-2006	<ol style="list-style-type: none"> 1. Design new data fields to be collected statewide for special education referrals. Distribute manuals and information about new data fields to stakeholders. 2. Design self review KPI to collect data on children ages 3-8. 3. Work with the Early Childhood Education and Family Services (ECE & FS) in order to improve transition from Part C to Part B services. 	<p>Data design and development team</p> <p>CIMS team OSE/EIS staff ECE & FS Stakeholders Grantees ISDs and LEAs</p>
2006-2007	<ol style="list-style-type: none"> 1. Collect data in the new data fields during the December 2006 collection process and test for accuracy. 2. Provide feedback on submitted data by including the fields in District Data Portraits. 3. Collect data for the new, related requirement in Indicator 11, due 2/07. 4. Train ISD monitors in new Early Childhood KPI and implement. Collect and verify data. 5. Work with the ECE & FS in order to improve transition from Part C to Part B services. 	<p>Data design and development team</p> <p>CIMS team OSE/EIS staff ECE & FS Stakeholders Grantees ISDs and LEAs</p>
2006-2007	Analyze and report baseline performance in the 2007 APR.	OSE/EIS staff

2007-2011	Identify LEAs determined to be out of compliance and target for technical assistance and appropriate corrective action.	OSE/EIS staff CIMS team ECC & FS
2007-2008	1. Collect data in the new fields during December collection. Test data for accuracy. Secure feedback from users. Make changes to increase accuracy. 2. Collect and verify self review data. 3. Collaborate with the ECE & FS in order to improve transition from Part C to Part B services.	Data team CIMS team OSE/EIS staff ECE & FS Stakeholders ISDs and LEAs
2008-2009	1. Collect data in the new fields during December collection. Verify accuracy with LEA feedback. 2. Collect and verify self review data 3. Work with the ECE & FS in order to improve transition from Part C to Part B services.	Data team CIMS team OSE/EIS staff ECE & FS Stakeholders ISDs and LEAs
2009-2010	1. Collect data in the new fields during December collection. Verify accuracy with LEA feedback. 2. Collect and verify self review data 3. Work with the ECE & FS in order to improve transition from Part C to Part B services.	Data team CIMS team OSE/EIS staff & ECE & FS Stakeholders ISDs and LEAs
2010-2011	1. Collect data in the new fields during December collection. Verify accuracy with district feedback. 2. Collect and verify self review data 3. Explore further the extension of Part C services as an option afforded in IDEA 2004. 4. Collaborate with the ECE & FS in order to improve transition from Part C to Part B services.	Data team CIMS team OSE/EIS staff & ECE & FS

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team reviewed previous data collection strategies and findings and determined that a revised sampling study may be needed. Tying the data to post-secondary goals will need to be considered when the sampling is revised.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13 – Secondary Transition Services: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by # of youth with an IEP age 16 and above times 100.

Overview of Issue/Description of System or Process:

In 2003 Michigan began a comprehensive statewide initiative around the IDEA 1997 secondary transition requirements. This initiative, Michigan's Transition Outcomes Project (MI-TOP), addressed the proximity to which transition requirements were being met with consistency and quality. MI-TOP has yielded two statistically relevant data sets (baseline and follow-up) based on a comprehensive review of 10,000 student IEPs using the Transition Requirements IEP Checklist. The sampling methodology used is a stratified random sample of the state of Michigan and assures a representative sample of all students with IEPs ages 14-21. These data can be disaggregated by race/ethnicity, age, gender, disability and geographically by region and Intermediate School District (ISD). The ISD transition coordinators, with the Local Education Agency (LEA) counterparts, have been trained to collect and analyze these data, complete data report-out sessions, and develop and implement improvement plans.

The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) will continue to collect the necessary data elements for Indicator 13 through a process of IEP reviews using the same sampling methodology as previously used in MI-TOPs. These data will be integrated into the Continuous Improvement and Monitoring System (CIMS) Service Provider Self Review (SPSR) at the LEA level.

Baseline Data for FFY 2004 (2004-2005):

No baseline data exists at this time. Baseline data will be reported in FFY 07.

Discussion of Baseline Data:

The OSE/EIS continues to work with external consultants on revising the sampling methodology to meet the requirements of this indicator. The sampling method use to collect data in FFY 2004 used the ISD as the unit of analysis.

A method of reviewing IEPs will be finalized and implemented to allow reporting of the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS will report baseline data on this indicator in FFY 07.
2006 (2006-2007)	The OSE/EIS will report baseline data on this indicator in FFY 07.
2007 (2007-2008)	The OSE/EIS will assure that 100% of the IEPs, for youth aged 16 and above, will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2008 (2008-2009)	The OSE/EIS will assure that 100% of the IEPs, for youth aged 16 and above, will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2009 (2009-2010)	The OSE/EIS will assure that 100% of the IEPs, for youth aged 16 and above, will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2010 (2010-2011)	The OSE/EIS will assure that 100% of the IEPs, for youth aged 16 and above, will include coordinated, measurable, annual IEP goals and transition services that will reasonably

	enable the student to meet the post-secondary goals.
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Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
2005-2006	Analyze 2005 results and compare to data results from both 2003 and 2004 and inform stakeholders of their status on improvement plan performance.	OSE/EIS staff Transition Core Planning Team Transition Coordinators Grantees
2006-2007	Submit improvement plans required through the Transition Resources and Transition Coordinator grant process.	OSE/EIS staff Michigan Electronic Grant System, Transition Coordinators, Transition Core Planning Team ISDs & LEAs
2006-2007	Work with national leaders on revising MI-TOP's IEP Requirements Checklist to reflect the requirements of IDEA 2004 and SPP Indicator 13.	Transition Core Planning Team, National Post-School Outcomes Center
2006-2007	The OSE/EIS recently completed follow-up data collection using the 5200 sample population using the same process as in 2003. Data will be analyzed and feedback provided to LEAs.	OSE/EIS staff Transition Core Planning Team Transition Coordinators Grantees ISDs & LEAs
2006-2007	Develop reliability protocols for assuring standardized responses to the revised checklist items.	Transition Core Planning Team, National Post-School Outcomes Center Grantees

2006-2007	Provide training to Transition Coordinators on scoring the Transition Checklist to increase interpreter reliability.	OSE/EIS staff Transition Core Planning Team
2006-2007	Build on Michigan's existing data reporting system, collect baseline data using the revised TOP's IEP Requirements Checklist for the SPP Indicator.	Grantees Transition Core Planning Team Transition Coordinators Grantees ISDs
2006-2007	Report baseline data and establish targets.	OSE/EIS staff
2007-2008	<p>Revise comprehensive training and technical assistance plan for <i>Moving To Quality</i> to address the following needs in the field:</p> <ul style="list-style-type: none"> • IDEA 2004 statutory and regulatory changes, • IEP Requirements Checklist revisions and reliability protocols, • Student focused planning, • Community connections, • Outcomes evaluation, • Post-school visions, • Course of Study, • Transition and the Continuous Improvement and Monitoring System, • Reauthorized Rehabilitation Act, • Standards-Based Education and High School Reform, • Transition Assessment and Summary of Performance <p>Provide trainings throughout the 2007-2008 school year.</p>	<p>Transition Core Planning Team</p> <p>Transition Coordinators</p> <p>Federal Technical Assistance and Dissemination Network, local and state content experts</p> <p>ISDs & LEAs</p> <p>Stakeholders</p>
2007-2011	Analyze data and identify districts determined to be out of compliance on this indicator. Target districts for technical assistance or corrective action as appropriate.	OSE/EIS staff CIMS staff

2005-2011	Convene periodic data report-out meetings for Transition Coordinators and related stakeholders to facilitate review of data collection results. Inform stakeholders of their status on improvement plan performance.	MI-TOPs Data Website, Transition Coordinators, Transition Core Planning Team ISDs Stakeholders
2005-2011	Collect and review improvement plans required through the Transition Resources and Transition Coordinator grant process.	Michigan Electronic Grant System, Transition Coordinators, Transition Core Planning Team ISDs

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

1. See General Overview pages 1-4.
2. For this indicator the stakeholder team examined options used by other states and engaged in discussion with the National Post-School Outcomes Center. The team discussed activities and strategies that would best yield data to add value to the improvement of outcomes for students.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14 – Post School Outcomes: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school times 100.

Overview of Issue/Description of System or Process:

The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) is actively engaged in the development of a post-school outcomes data collection system. As advised by the National Post-School Outcomes Center (NPSO), Michigan will commission a survey of exiting students. Exiters include students with IEPs who graduated, aged out or dropped out. December 2004 and December 2005 child count data will be used to develop and test a sampling methodology. This methodology will use the sampling calculator currently in development at the NPSO Center to determine representative samples of Michigan school districts. Survey questions will include portions of the NPSO's recommended post-school data collection protocol. Michigan will consider requiring the survey proctor to review the student's last IEP to assess whether the IEP included coordinated, measurable, annual IEP goals and transition services that reasonably enabled the student to meet their post-secondary goals. This creates a purposeful correlation between SPP Indicator 13 and Indicator 14 and strengthens Michigan's ability to continue to develop a comprehensive system of transition services for youth with disabilities.

Baseline Data for FFY 2004 (2004-2005):

No baseline data exists at this time. The OSE/EIS is planning to pilot a Post-School survey developed with assistance from the National Post School Outcomes Center.

Discussion of Baseline Data:

Baseline data will be reported in FFY 08.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS will report baseline data and set targets on this Indicator in FFY 08.
2006 (2006-2007)	The OSE/EIS will report baseline data and set targets on this Indicator in FFY 08.
2007 (2007-2008)	The OSE/EIS will report baseline data and set targets on this Indicator in FFY 08.
2008 (2008-2009)	To be determined.
2009 (2009-2010)	To be determined.
2010 (2010-2011)	To be determined.

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
2005	Finalize development of post-school survey questions.	Data Experts National Post School Outcomes Center Transition Core Planning Team
2006	Develop and test a sampling methodology/Spring 2006.	Data Experts National Post School Outcomes Center Transition Core Planning Team Grantees ISDs & LEAs
2006	Train and test cadre of field staff to proctor survey.	Data Experts National Post School Outcomes Center Transition Core Planning Team Grantees ISDs & LEAs
2006	Refine current web based reporting system to accommodate post-school outcomes survey.	Data Experts National Post School Outcomes Center Transition Core Planning Team Grantees ISDs & LEAs
2006-2007	Implement, evaluate and revise comprehensive training and technical assistance plan for <i>Moving To Quality</i> to address the following needs in the field: a) Outcomes evaluation b) Post-school visions	Data Experts National Post School Outcomes Center Transition Core Planning Team Grantees ISDs & LEAs

2007-2008	Develop and implement a plan to address findings from post-school Outcomes Survey results.	Data Experts, National Post School Outcomes Center, and Transition Core Planning Team Grantees ISDs & LEAs
2008-2009	Evaluate plan, report progress in the APR, implement improvement and/or continuous improvement strategies.	Data Experts, National Post School Outcomes Center, and Transition Core Planning Team Grantees ISDs & LEAs
2009-2010	Evaluate plan, report progress in the APR, implement improvement and/or continuous improvement strategies.	Data Experts, National Post School Outcomes Center, and Transition Core Planning Team Grantees ISDs & LEAs
2010-2011	Evaluate plan, report progress in the APR, implement improvement and/or continuous improvement strategies. Analyze data to identify LEAs that require support and target for technical assistance and corrective action as appropriate	Data Experts, National Post School Outcomes Center, and Transition Core Planning Team Grantees ISDs & LEAs

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team reviewed previous monitoring data, complaint data and compared the previous monitoring model to the new Continuous Improvement and Monitoring Model (CIMS), as well as the strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15 – Compliance Findings: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to monitoring priority areas and indicators.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to such areas.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

C. Percent of noncompliance identified through other mechanisms

(complaints, due process hearings, mediations, etc.) corrected within one year of identification:

- a. # of agencies in which noncompliance was identified through other mechanisms.
- b. # of findings of noncompliance made.
- c. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = c divided by b times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

Overview of Issue/Description of System or Process:

The Individuals with Disabilities Education Improvement Act (IDEA 2004) requires each state to ensure that school districts and other publicly funded educational agencies in the State comply with the requirements of the IDEA and its implementing regulations. Both state and federal law require local school districts to provide appropriate special education and related services. The Michigan Department of Education (MDE) is required to monitor and enforce regulations governing special education programs in public schools and in all agencies in the State serving eligible children. The Office of Special Education and Early Intervention Services (OSE/EIS) implements the Continuous Improvement & Monitoring System (CIMS) to meet requirements of law as well as support accountability measures for student outcomes.

CIMS Overview

In the fall of 2003, the OSE/EIS initiated the design of the CIMS. The CIMS broadens the state's monitoring emphasis, moving from mainly a compliance orientation to a focus on improving educational results for students with disabilities in Michigan.

The CIMS will be used by local education agencies (LEAs), public school academies (PSAs), state schools (e.g., the Michigan School for the Deaf), state agencies (e.g., Human Services, Community Mental Health), and Part C (Early Intervention) service areas. The CIMS encompasses compliance monitoring, program effectiveness, and student results/outcomes. It involves collaboration among school districts, agencies, ISDs, and the MDE in all stages of the process. The goal of the CIMS is to have districts and agencies better understand the operation and effectiveness of programs for children with disabilities and develop plans for targeted use of their resources.

The CIMS components, Service Provider Self Review, Verification and Focused Monitoring, are briefly summarized below.

Service Provider Self-Review

The purpose of the Service Provider Self Review (SPSR) is to improve the performance of students with disabilities so that they will have a successful transition to adult life.

The SPSR Part B is a process through which each LEA and PSA in Michigan reviews the effectiveness of its special education programs once every three years. Initial implementation of the SPSR will occur over a period of three years. Intermediate School Districts (ISDs) will designate the LEAs that will begin the process in fall of 2005; and those initiating the fall of 2006 and 2007.

The LEAs participating in the SPSR must demonstrate that the achievement of compliance has a direct and positive impact upon the achievement of students with disabilities. All Key Performance Indicators (KPIs) rated as “noncompliant” must be addressed in the LEA Improvement Plan. It is recommended that districts additionally consider inclusion of actions for any KPI rated as “Needs Improvement”. By addressing these potential systemic issues, LEAs assume a proactive role in areas of potential future non-compliance.

The LEAs completing the SPSR process will be required to submit a student level corrective action plan and an improvement plan. All individual student level non-compliance findings must be addressed with in a Student Level Corrective Action Plan with a timeline for correction in 30 calendar days. The purpose of the improvement planning is to: 1) focused on achieving systemic change that will create significant improvement in results for children with disabilities and their families; and 2) achieve compliance, and 3) focus on the effect of efforts on achieving systemic change that supports improved results for children and families. Non-compliance issues identified in improvement plans must be corrected in 1 year.

Verification

The purpose of verification review is to assure that districts properly implement the SPSR and that the results are valid. An OSE/EIS team reviews selected individual districts with assistance from the ISD. Additional districts may be selected for review in response to the OSE/EIS concerns.

Focused Monitoring

Focused monitoring targets a selected set of priorities identified with the support of a stakeholder-based committee after a review of state performance data. Selected priorities are consistent with those of the OSEP and reflect Michigan’s goals for the successful implementation of IDEA 2004 and No Child Left Behind. For the 2005-2006 implementation of CIMS focused monitoring, the priorities focus on identification rates, dropout rates and LRE settings.

The OSE/EIS selects districts/service areas for participation in Focused Monitoring based on the selected priorities. The OSE/EIS conducts an analysis of state data, ranks districts/service areas based upon their performance on the identified priorities, uses a pre-determined cut-point to identify a pool of districts, and selects districts that will be targeted for focused monitoring.

After completion of the onsite visit, the district will receive a Report of Findings from the Office of Special Education and Early Intervention Services (OSE/EIS). Upon receipt of the Report of Findings, the district must prepare an improvement plan to

address systemic non-compliance findings leading to the required evidence of change. Any student level citations identified must be completed within 30 days in addition to the improvement plan.

One year following the approval of the improvement plan, district representatives shall meet with the OSE/EIS to review the Evidence of Change data. If the outcomes are met, the Focused Monitoring comes to closure. Should evidence of change not be satisfactory and there are substantiated extenuating circumstances, an extension may be granted. If Evidence of Change is not achieved due to other reasons, Progressive Interventions are imposed.

Baseline Data for FFY 2003 (2003-2004):

Table 1

A) Percent of Noncompliance Related To Monitoring Priority Areas And Indicators Corrected Within One Year of Identification.

Monitoring Area	1. Monitoring Mechanism	2. #ISDs Monitored	3. Cumulative # of Standards Monitored	4. Cumulative # of Findings For All Related Standards	5. # Findings Corrected In 1 Year
1. Eligibility Evaluation Procedures and content	MMM* 2003-2004: on-site visits	13	1209	127	127
2. Parental consent & notice for initial evaluation	MMM 2003-2004: on-site visits	12	304	56	56
3. Multidisciplinary Reports	MMM 2003-2004: on-site visits	13	1320	209	209
4. Initial Evaluation Timelines	MMM 2003-2004: on-site visits	13	70	20	20
5. IEP Implementation	MMM 2003-2004: on-site visits	13	1890	255	255
6. Programs & Services requirements	MMM 2003-2004: on-site visits	13	3605	139	139
7. IEP: due process notification	MMM 2003-2004: on-site visits	13	1837	171	171
8. IEP: procedures & content	MMM 2003-2004: on-site visits	13	22442	3645	3645
9. IEP: participation in state assessment	MMM 2003-2004: on-site visits	13	602	113	113
11. Progress Reporting to parents	MMM 2003-2004: on-site visits	13	737	140	140
12. Annual Review Timelines	MMM 2003-2004: on-site visits	13	656	148	148
13. Manifestation Determination Review requirements	MMM 2003-2004: on-site visits	13	188	6	6
14. Evaluation review requirements	MMM 2003-2004: on-site visits	13	1340	475	475
15. Juvenile Detention programs/services	MMM 2003-2004: on-site visits	13	0	0	0
16. Interim Alternative Placements requirements	MMM 2003-2004: on-site visits	13	42	4	4
Totals		194	36,242	5,508	5,508

Percent: $(5,508) \div a (5,508) = 1 \times 100 = 100\%$

Source: Monitoring data

Explanation of Compilation Table A Columns:

*MMM: Michigan Monitoring Model

1: Monitoring Mechanism

2: #ISDs Monitored: indicates the number of Intermediate School Districts (ISDs) identified for monitoring within that year

3: Cumulative # of standards monitored for area: indicates the number of standards that measure the category times the number of incidences in which it was actively monitored

- 4: Cumulative # of findings for all related standards; indicates the number of times a finding was found for any standard identified within the category
- 5: Number findings corrected within one year: indicates the number of findings of non-compliance corrected within one year.

Monitoring Area
1. Eligibility Evaluation Procedures and content: standards within this category measure the implementation of required timelines, procedures and process for ensuring that students suspected of having a disability are evaluated in a comprehensive and timely manner.
2. Parental consent & notice for initial evaluation: standards within this category measure the implementation of requirement for obtainment of parental consent for the initial evaluation of their child and the due process requirements regarding notification of rights.
3. Multidisciplinary Reports: standards within this category measure the implementation of Michigan Statute requiring specific activities for the evaluation of suspected disabilities, inclusive of professionals and the resulting documentation.
4. Initial Evaluation Timelines: standards within this category measure the implementation of Michigan Statute that from the date of permission to evaluate to initial IEP must not exceed 30 school days.
5. IEP Implementation: standards within this category measure the implementation of the requirement to fully implement all components of the IEP
6. Programs & Services requirements: standards within this category measure the implementation of Michigan Statute that requires compliance with caseload size, aide assignments, and provision of appropriate space and resources.
7. IEP due process notification: standards within this category measure the implementation of required communication for determination of time and place for the IEP, confirmation and provision of parental rights information.
8. IEP/ procedures & content: standards within this category measure the implementation of the standards that deal with required attendance at the IEP, considerations, and the completion of all components
9. IEP/participation in state assessment: standards within this category measure the implementation of the standards that specify that consideration be given, and decisions made regarding the student's involvement in both state and local assessments, as well as determination of needed standard accommodations or modifications
11. Progress Reporting to parents: standards within this category measure the implementation of the requirement to provide parents with notification of progress toward student goals and objectives within the IEP specified timelines and contain evaluation of the progress' probability to reach the annual goal(s)
12. Annual Review Timelines: standards within this category measure the implementation of the requirement to conduct an annual review of the students IEP no later than 12 months from the previous IEP
13. Manifestation Determination Review requirements: standards within this category measure the implementation of the requirements to conduct a manifestation determination review within the specified timelines and with the specified components
14. Evaluation review requirements standards within this category measure the implementation of the requirements to conduct an evaluation of the need for further evaluation based on the input of the required professionals and family
15. Juvenile Detention programs/services: standards within this category measure the implementation of the requirements that govern the provision of special education services within a juvenile detention facility within the state of Michigan
16. Interim Alternative Placements requirements: standards within this category measure the implementation of the requirements for the timely and appropriate provision of special education services within an interim alternative placement

B) Percent of noncompliance related to areas not included in the priority areas corrected within one year of identification.

Michigan cannot provide information in this area as monitoring data from 2003-2004 used the Michigan Monitoring Model which was based on standards aligned with IDEA 1997 and its implementing regulations. All standards monitored were considered priority areas. The term “priority areas” has taken on new meaning with IDEA 2004 and the explicit description of “Monitoring Priorities” in Section 616.

Table 2

C) Percent Of Noncompliance Identified Through Other Mechanisms Corrected Within One Year Of Identification

Complaint Issue	Monitoring Mechanism	Ca: # agencies in which non-compliance was identified	Cb: # finding of non-compliance	Cc: # corrected within one year
1. programs & services	complaint investigation	N/A*	38	38
2. IEP Implementation	complaint investigation	N/A	8	8
3. IEP Development/ process	complaint investigation	N/A	220	220
4. LRE	complaint investigation	N/A	4	4
5. Suspension & Expulsion	complaint investigation	N/A	17	17
6. Confidentiality/consent/notice	complaint investigation	N/A	26	26
7. Multidisciplinary Evaluations	complaint investigation	N/A	9	9
8. Reevaluations	complaint investigation	N/A	8	8
9. Manifestation Determinations	complaint investigation	N/A	10	10
10. Timelines: evaluation	complaint investigation	N/A	7	7
11. Child Find	complaint investigation	N/A	3	3
12. Interim Alternative Placement	complaint investigation	N/A	0	0
14. Complaints: process & implementation	complaint investigation	N/A		
15. Hearings: process & implementation	complaint investigation	N/A	3	3
17. Individual educational evaluations	complaint investigation	N/A	7	7
18. transition requirements & implementation	complaint investigation	N/A	2	2
19. Educational records: FERPA	complaint investigation	N/A	20	20
20. Temporary Placements	complaint investigation	N/A	7	7
21. Surrogate Parents	complaint investigation	N/A	3	3
22. Supplementary aides & Services	complaint investigation	N/A	4	4
23. Notification of child's progress	complaint investigation	N/A	4	4
24. Participation in Assessments	complaint investigation	N/A	0	0
25. General Education Issues	complaint investigation	N/A	6	6
26. Personnel	complaint investigation	N/A	16	16
Total			422	422

Percent: $c (422) \div b (422) = 1 \times 100 = 100\%$

Source: Monitoring Data/Compliant Investigations 2003-2004 Database

*These data are available through a case-by-case file review and will be made available at a later date.

Discussion of Baseline Data:

The Michigan Monitoring Model utilized within the 2003-04 year measured compliance of implementation of Federal and State Statute and Regulations through monitoring of local educational agencies identified for that cycle. This was the final year of implementation of a model using a multitude of compliance standards.

Any monitoring findings required correction of the non-compliance at the LEA level no later than one calendar year from the date of receipt of the official letter of findings. One year for the correction resulted in measurements of that corrective action within the 2004-05 year. Of the areas identified within the priority areas of Compilation Table A, no agency failed to correct non-compliance within that time period

Prior to the 2003-04 monitoring cycle, two ISDs were identified as not fulfilling their obligation to actively pursue correction of noncompliant areas identified through the State Education Agency (SEA) monitoring. One ISD completed the required actions within the ensuing six months with monthly reporting of activity. Sanctions were placed upon the other ISD inclusive of withholding of IDEA flow-through funds. The SEA provided specific direction and timelines for the required immediate corrective actions and ongoing oversight of the specified activities. In a final on-site review of all required documentation of correction of non-compliance, the SEA determined that compliance had been achieved. A letter verifying correction of all noncompliance findings was sent to the district upon completion of their required obligations. Ongoing targeted oversight of the ISD remained in effect for 2004-05 and all required activities of that time period were completed.

The OSE/EIS utilizes a two-tier complaint investigation system. Complaint investigation occurs first at the ISD level. Either party is then able to appeal to the state level if desired. The 2004-05 data shows timely correction of the noncompliance at the State level. Corrective actions are included in the non-compliance findings with specific dates for expected compliance with the directive. Of the 255 complaints appealed to the OSE/EIS in 2003-04, 81 required correction of noncompliance. Of the 81, 79 provided proof of correction within one calendar year, a rate of 97.5%. In the cases of the two complaints where proof of correction of noncompliance was not received within one calendar year, the two parties were in negotiation with possible remediation. When agreement was reached by both parties, the OSE/EIS closed the case. The data tracking system used for that time period did not allow calculation of data by issue and by agency. The newly designed data system now in use will allow calculation of data by issue and by agency for future reporting. These data (# of agencies in which non-compliance was identified) are available through a file review on a case-by-case basis and could be analyzed and reported at a later date.

For FFY 2003-04, no hearings resulted in findings of noncompliance requiring correction on the part of the LEA.

Requirements of the 2005 APR

In this year's APR letter dated September 23, 2005, the OSEP indicated that the state has demonstrated that it is implementing a system to require correction of noncompliance identified through monitoring within one year of the monitoring report. The following information was requested:

- Provide an updated data and analysis demonstrating its compliance with this requirements,
- Specific steps taken to secure compliance in ISDs that are still identified from FFY 2003 as "not closed out" in Cycles 1 through 5, and
- Evidence that it is ensuring timely correction of noncompliance identified through complaint investigations.

Response to the APR Requirements

The following provides an update on the implementation of activities proposed in the FFY 2003 APR.

1. Implementation of a new Continuous Improvement and Monitoring System (CIMS) with all child-level corrective actions required to be completed within 30 days and systemic issues required to shod correction within one year of identification: the OSE/EIS completed activities to pilot the CIMS in July, 2005. Those districts participating as pilot sites received their monitoring reports and have submitted improvement plans. ISDs and consultants provide technical assistance and support for implementation of improvement plans. The 2005-2006 school year will mark the first year of full implementation of CIMS.
2. Development of a compliant investigation data management system that requires data collection for proof of corrective action: The data management system has been developed. The SEA staff has been trained in the use of the system and data collected is being used for systems improvements.
3. Adjustment to MDE's infrastructure to effectively monitor completion of identified corrective actions: The design of the CIMS includes a process for progress reporting that requires electronic submission of quarterly progress toward implementing the improvement plan. Progress will be reported for each activity. Feedback will be provided to the district from the OSE/EIS regarding needs for clarity or specificity. If progress reporting indicates the LEA is not making sufficient process toward Evidence of Change, the OSE/EIS may require the district to take additional steps. As stated in the CIMS manual, one year following the approval of the improvement plan, a district representative shall meet with an OSE/EIS representative to review the Evidence of Change data. If the outcomes are met, the Focused Monitoring comes to closure. Should evidence of change not be satisfactory and there are substantiated extenuating circumstances, an extension may be granted. If Evidence of Change is not achieved due to other reasons, Progressive Interventions are imposed.

The data reported for Indicator 15 provides evidence that the OSE/EIS has closed out all ISDs that were identified from the FFY 2003 Cycles 1 through 5, therefore meeting the compliance requirements for this indicator. The procedures that will be implemented through the CIMS will ensure timely correction of any non-compliance

identified through the monitoring and complaint processes and will ensure ongoing compliance requirement.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS assures that 100% of the time the general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from.
2006 (2006-2007)	The OSE/EIS assures that 100% of the time the general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
2007 (2007-2008)	The OSE/EIS assures that 100% of the time the general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
2008 (2008-2009)	The OSE/EIS assures that 100% of the time the general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
2009 (2009-2010)	The OSE/EIS assures that 100% of the time the general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
2010 (2010-2011)	The OSE/EIS assures that 100% of the time the general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
March 1, 2006	Investigate single-tier complaint process and make recommendation regarding adoption.	OSE/EIS staff Consultants
Quarterly of each year	Review data from complaint database for timeliness, issues and trends within ISDs and LEAs for supervision decisions regarding monitoring, compliance agreements, or verification.	OSE/EIS staff Compliant database information; monitoring information
Nov. 1, 2005	Continue full implementation of the Continuous Improvement & Monitoring System (CIMS) at the LEA level.	OSE/EIS staff Consultants
May, 2006 and annually through 2011	Conduct annual analysis and synthesis of data for continuous improvement decision regarding content and process of local compliance and performance assessment through the CIMS SPSR.	External Evaluator Electronic SPSR systems ISDs OSE/EIS CIMS team
March, 2006 and annually through 2011	Conduct annual analysis of state performance through Annual Performance Report and utilize results to determine priority areas for focused monitoring of ensuing year.	OSE/EIS staff consultants APR CIMS team OSE/EIS stakeholders

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team reviewed existing data sets and determined activities necessary to create additional data reports as required under IDEA 2004, as well as the strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16 – Complaints Resolved: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Overview of Issue/Description of System or Process:

"Complaint" means a written and signed allegation that includes the facts, on which the allegation is based, by an individual or an organization, that there is a violation of any of the following:

- (i) Any current provision of the Michigan Revised Administrative Rules for Special Education.
- (ii) 1976 PA 451, MCL 380.1 et seq., as it pertains to special education programs and services.
- (iii) The Individuals with Disabilities Education Act of 2004, 20 U.S.C., §1400 et seq., and the regulations implementing the act.
- (iv) An Intermediate School District plan.
- (v) An Individualized Education Program team report, hearing officer decision, or court decision regarding special education programs or services.
- (vi) The state application for federal funds under the Individuals with Disabilities Education Act.

Michigan has a two tier Part 8 Complaint process:

I. Intermediate School District (ISD) responsibilities:

- (a) Receives written signed complaint;
- (b) Forwards a copy of complaint to the Office of Special Education and Early Intervention Services (OSE/EIS);
- (c) Contacts complainant;

- (d) Reviews documents;
- (e) Interviews personnel;
- (f) Develops a written investigation report within 21 days;
- (g) Sends reports to the Complainant, Agency, and the OSE/EIS.

II. The OSE/EIS responsibilities:

- (a) Directs ISD to complete the initial investigation;
- (b) Assigns complaint case manager at the OSE/EIS;
- (c) Reviews ISD investigations, allegations are either valid or invalid;
- (d) Communicates with complainant regarding the right to appeal ISD findings of invalid;
- (e) Directs corrective action if ISD allegations are all valid;
- (f) Completes a state level investigation regarding invalid findings if appealed;
- (g) Closes the case if all allegations in the state level investigation are invalid;
- (i) Directs corrective action if any allegations in the state level are valid;
- (h) Closes the case if the complaint does not appeal an ISD report of all invalid.

In all cases when the OSE/EIS issues a final decision on a case, if any party to the case objects to the decision they have the right to appeal to a court of competent jurisdiction.

Baseline Data for FFY 2003 (2003-2004):

Table 1

Complaints Processed During 2003-2004

(1) Signed, written complaints total	= 239
(1.1) Complaints with reports issued	= 216
(a) Reports with findings	= 216
(b) Reports within timelines	= 129
(c) Reports with extended timelines	= 87
(1.2) Complaints withdrawn or dismissed	= 15
(1.3) Complaints pending	= 41
(a) Complaints pending a due process hearing	= 8

Percent: $129 + 87 = 216 \div 216 = 1 \times 100 = 100\%$

Source: The OSE/EIS Complaint Database

See Appendix D

Discussion of Baseline Data:

A review of data indicates that all reports were completed with findings (100%) and all reports were completed within timelines or timelines with extensions (100%).

Complaints withdrawn or dismissed (n=15), plus complaints pending due process (n=8), plus complaints with reports issued (n=216) equals 239 (100%).

Please note the following definitions:

Exceptional Circumstances defined as:

- Request for additional time by complainant granted;
- Request for additional time by ISD granted;
- Cannot resolve allegations under current law;
- Numerous complaints, complainants, documents, allegations, or people involved;
- Waiting for information from court;
- Case has statewide impact;
- Other;
- Complaint assigned to hearing officer;
- Investigation held in abeyance for mediation.

Requirements of the 2005 APR

In the APR letter dated September 28, 2005, the OSEP indicated looking forward to reviewing data and information demonstrating compliance in this area in the SPP.

Response to the APR Requirements

The data and discussion of baseline provides evidence that the OSE/EIS has met compliance requirements for this indicator. The OSE/EIS has proposed to implement a variety of activities to ensure maintenance of compliance and improvements to this system.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS assures that 100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.
2006 (2006-2007)	The OSE/EIS assures that 100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.
2007 (2007-2008)	The OSE/EIS assures that 100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.

2008 (2008-2009)	The OSE/EIS assures that 100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.
2009 (2009-2010)	The OSE/EIS assures that 100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.
2010 (2010-2011)	The OSE/EIS assures that 100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
2005-2006	Integrate the new data tracking system into the Michigan Compliance Information System (MICIS).	OSE/EIS staff Consultants MICIS staff Data Team
2005	Complete weekly case timeline reviews.	OSE/EIS staff
2006	Develop a prototype for a one tier complaint system that contains a dispute resolution option.	OSE/EIS staff ISD, LEA Stakeholders Parent and Advocate representatives
2005-2006	Engage external consultants to conduct quarterly in-service training for state, local and contract investigators.	OSE/EIS staff External experts and facilitators
2006	Establish compliance agreement procedures which will include a dispute resolution option that can be used with districts that demonstrate persistent noncompliance.	OSE/EIS staff ISD and LEA Stakeholders Parent and Advocate representatives
2006-2008	Implement the 1-Tiered complaint system, evaluate the effectiveness/impact of the system and use evaluation results for continuous improvement of the system.	OSE/EIS staff ISD and LEA Stakeholders Parent and Advocacy representatives
2008-2011	Develop and implement a plan for ongoing maintenance and continuous improvement of the system.	OSE/EIS staff

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team reviewed pertinent data including corrective actions applied by the Department to improve compliance.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17 – Hearings Adjudicated: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

Overview of Issue/Description of System or Process:

Michigan operates a two tier due process system with independent contractors serving as the hearing officers at both the state and local levels. The 2005-2006 school year will be the last year in which this system will be used. By July 1, 2006, the hearing officers will be salaried state employees employed in a state department separate from the SEA. This separate agency is the State Office of Administrative Hearings and Rules (SOAHR). The system will transition to a single tier with hearing requests filed on or after July 1, 2006. This change has been identified by Michigan stakeholders as an enhancement that will improve the timeliness of the process, the fairness of the process and the perception of fairness.

Baseline Data for FFY 2004 (2004-2005):

Table 1

Due Process Hearings Processed During FFY 2004

(3) Total Hearing Requests (local)	110
(3.1) Resolution Sessions (new indicator)	0
(3.2) Hearings Fully Adjudicated	8
(3.2.a) Adjudicated within 45 days	1
(3.2.b) Adjudicated within extended timeline	7
(3.3) Resolved without hearing	70
(4) Expedited Hearing Requests	0
Pending cases as of 8-29-05	32

Percent: $1 + 7 = 8 \div 8 = 1 \times 100 = 100\%$

Source: Michigan Complaints and Hearings Database

Discussion of Baseline Data:

The independent contractor hearing officers' compliance with the requirement for documenting extensions of the timeline has been problematic for some time. In the 2002-2003 reporting period, 33% of the adjudications were completed within the extended timelines. In 2004, the OSEP required creation of a plan of correction. Michigan presented this plan to the OSEP in May of 2004 and implemented it in October of 2004. Thus, the 2003-2004 period passed before the corrective action was in place. The compliance with the documentation requirements did improve to approximately 75%, however, according to APR data. The corrective action made the hearing officers subject to sanctions if they failed to keep documentation of extensions current on all cases pending before them. As a result of this sanction, the baseline year has improved to 100%. This represents a significant improvement on this indicator.

Requirements of the 2005 APR

On October 4, 2005, the OSE/EIS received a response from the OSEP to our submission of the FFY 2003 APR submitted in March, 2005. In relation to Indicator 17, the OSEP indicated that the OSE/EIS reported that 76.5 % of hearings were completed within the required timelines. The Michigan Department of Education (MDE) has not yet demonstrated compliance with the due process timelines as required by 34 CFR §300.511(a). The MDE must demonstrate compliance with this requirement.

Response to the APR Requirements

The OSE/EIS received requests for extended timelines for addressing the remaining 23.5% of hearings for FFY 2003. Those requests were granted and documentation of cases was received within the requested extended timeframe.

Based on the data presented above, the OSE/EIS has met the requirements for this indicator. The OSE/EIS required hearing officers to keep documentation of extensions current on all cases pending before them or be subject to sanctions. This requirement has resulted in a significant improvement in SEA performance on this requirement.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS will assure, through the services of SOAHR, that 100% of fully adjudicated cases are completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.

2006 (2006-2007)	The OSE/EIS will assure, through the services of SOAHR, that 100% of fully adjudicated cases are completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.
2007 (2007-2008)	The OSE/EIS will assure, through the services of SOAHR, that 100% of fully adjudicated cases or completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.
2008 (2008-2009)	The OSE/EIS will assure, through the services of SOAHR, that 100% of fully adjudicated cases or completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.
2009 (2009-2010)	The OSE/EIS will assure, through the services of SOAHR, that 100% of fully adjudicated cases or completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.
2010 (2010-2011)	The OSE/EIS will assure, through the services of SOAHR, that 100% of fully adjudicated cases or completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
2005-2006	Apply the sanction system created pursuant to the OSEP's March 2004 directives through the efforts of existing staff.	OSE/EIS staff
2005-2006	Revise instructions and reporting requirements imposed on hearing officers and LEAs to assure that accurate computation of and compliance with timeline requirements continue to be met in view of the variability created by the new resolution session and sufficient notice provisions of IDEA 04.	OSE/EIS staff
2005-2006	Select individuals to serve as the salaried hearing officers after July 1, 2006, to assure ability and willingness to maintain accurate time records and to assure that cases progress.	OSE/EIS staff SOAHR
2005-2006	Provide initial training to salaried hearing officers prior to their service that will include instruction on the information and skills necessary to comply with training provided.	OSE/EIS staff SOAHR Contractors
2006-2007	Refine case and docket management data systems to forewarn hearing officers of timeline extension deadlines.	OSE/EIS staff SOAHR
2006-2007	Develop common expectations for diligent and prompt attention to completion of due process hearing activities among hearing officers, hearing participants and stakeholders.	OSE/EIS staff SOAHR Stakeholders
2006-2007	Monitor and evaluate time line compliance for each hearing officer as part of his/her performance assessment through SOAHR management.	OSE/EIS staff SOAHR
2007-2011	Provide ongoing selection, training and evaluation to assure continuing compliance with timeline compliance requirements through efforts of SOAHR staff.	OSE/EIS staff SOAHR

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team reviewed the requirements of IDEA 2004 and developed activities necessary to meet new requirements.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18 – Hearings Settled: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement:

Percent = 3.1(a) divided by (3.1) times 100.

Overview of Issue/Description of System or Process:

Michigan operates a two tier due process system with independent contractors serving as the hearing officers at both the state and local levels. The FY 2005-2006 will be the last year in which this system will be used. The system will transition to a single tier with hearing requests filed on or after July 1, 2006. By July 1, 2006, the hearing officers will be salaried state employees employed in a state department separate from the SEA. This separate agency is the State Office of Administrative Hearings and Rules (SOAHR). This change has been identified by Michigan stakeholders as an enhancement that will improve the timeliness of the process and the perception of fairness of the process.

The resolution session is a new IDEA 04 requirement for parties to attempt to solve the dispute in this session or through mediation before progressing to a hearing. (A dispute can “skip” these resolution efforts only upon the agreement of both parties.)

Baseline Data for FFY 2004 (2004-2005):

No data currently exists for this indicator.

Discussion of Baseline Data:

Baseline data will be gathered through revision of the reporting requirements for the existing contract hearing officers. The intake letter sent to the parties in each case will be modified to inform them of the data requirement to help assure that the data is provided. The case and docket management data system will be modified to accommodate any additional data fields.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS will report data and set targets on this Indicator in FFY 07.
2006 (2006-2007)	The OSE/EIS will report data and set targets on this Indicator in FFY 07.
2007 (2007-2008)	To be determined.
2008 (2008-2009)	To be determined.
2009 (2009-2010)	To be determined.
2010 (2010-2011)	To be determined.

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
2005-2006	Revise the intake and evaluation communications sent to parties in new due process cases to gain their cooperation in gathering the necessary data.	OSE/EIS staff SOAHR
2005-2006	Revise and disseminate the reporting requirements imposed upon existing hearing officers to assure collection of resolution session data.	OSE/EIS staff SOAHR
2005-2006	Develop standard secondary communications to obtain data not captured prior to completion of items 1 and 2 above.	OSE/EIS staff SOAHR

2005-2006	Modify the case and docket management system to accommodate additional data fields needed to track the resolution session data.	OSE/EIS staff SOAHR
2006-2007	Assess the baseline data to identify areas of need.	OSE/EIS staff SOAHR
2006-2007	Determine what improvement strategies will be implemented to address the area of need.	OSE/EIS staff SOAHR
2006-2007	<p>Set measurable and rigorous targets for improvement. Initiate one or more improvement activities to address the identified areas of need including:</p> <ul style="list-style-type: none"> a. Identification or dissemination of Best Practices for planning and providing IDEA services. b. Training of LEA staff and parents in collaboration and dispute resolution in high need geographical areas. c. Identification of dispute resolution resources such as neutral content area experts and negotiating technique manuals. 	OSE/EIS staff SOAHR
2007-2011	Re-assess needs and implement improvement activities appropriate to the identified needs and targets.	OSE/EIS staff SOAHR

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

1. See General Overview pages 1-4.
2. For this indicator the stakeholder team reviewed existing data and determined activities necessary to increase use of mediation.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19 – Mediated Agreements: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.

Overview of Issue/Description of System or Process:

The Michigan Special Education Mediation Program (MSEMP) provides mediation services at no cost to parents and educators across the state through a network of local dispute resolution centers. The program provides training for mediators with the assistance of trainers who specialize in early intervention and special education law and mediation. The MSEMP maintains a roster of more than 50 mediators statewide.

Mediation is a voluntary process in which a neutral third party helps the disputing parties reach their own resolution. The neutral third party has no authority to decide the case, and the parties have no obligation to reach an agreement. If an agreement is reached, the parties sign a written document expressing the terms of the agreement, and each party receives a copy. The written agreement is enforceable in court.

Baseline Data for FFY 2004 (2004-2005):

Table 1

Status of Mediations Address by MSEMP In 2004

(2.1) Mediated with agreement:	24
(2.1) Mediated without agreement:	9
(2.2) Mediations not held (including pending):	17
(2.0) Total requests for mediation:	50

Percent: $24 \div 33 \times 100 = 73\%$

Source: Michigan Complaints and Hearings Database

No baseline data exists at this time that identifies which mediations are related to due process and which are not related to due process.

Discussion of Baseline Data:

See statement in "Overview of Issue" above.

Requirements of the 2005 APR

On October 4, 2005, the OSE/EIS received a response from the OSEP to our submission of the FFY 2003 APR submitted in March, 2005. In relation to Indicator 19, the OSEP indicated looking forward to reviewing data and information demonstrating continued improvement in this area in the SPP.

Response to the APR Requirements

In response to the October, 2005 APR letter, the data presented under the baseline illustrates that the two pending mediations were resolved. The OSE/EIS has proposed activities to continue to improve this system.

Measurable and Rigorous Targets:

For Indicator 19 the stakeholder team reviewed the data and identified the considerations listed below as a basis for setting measurable and rigorous targets:

Data Reviewed

- State special education data

Considerations for setting targets:

- Current status & trend of improvement

FFY	Measurable and Rigorous Target
2005 (2005-2006)	74% of mediations that result in mediation agreements.
2006 (2006-2007)	75% of mediations that result in mediation agreements.
2007 (2007-2008)	76% of mediations that result in mediation agreements.
2008 (2008-2009)	77% of mediations that result in mediation agreements.

2009 (2009-2010)	78.5% of mediations that result in mediation agreements.
2010 (2010-2011)	80% of mediations that result in mediation agreements.

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
2005-2006	Increase awareness of mediation in the early intervention and special education communities through semi-annual mailings and presentations conducted throughout the year.	OSE/EIS staff The MSEMP network of 20 Community Dispute Resolution Program Centers
2006-2011	Build capacity of parents and educators to maximize the use of mediation through skill-building workshops.	OSE/EIS staff The MSEMP network of 20 Community Dispute Resolution Program Centers
2006-2007	Research and introduce new collaborative problem solving techniques for use in mediation.	OSE/EIS staff The MSEMP network of 20 Community Dispute Resolution Program Centers
2006-2009	Improve mediator trainings held to emphasize techniques for reaching agreements.	OSE/EIS staff The MSEMP network of 20 Community Dispute Resolution Program Centers
2006-2011	Identify and target areas of the state in particular need of assistance.	OSE/EIS staff The MSEMP network of 20 Community Dispute Resolution

		Program Centers
2006-2011	Use the new compliance database to increase opportunities for use of mediation and track progress in mediation.	OSE/EIS staff The MSEMP network of 20 Community Dispute Resolution Program Centers
2006-2011	Increase coordination with the OSE/EIS complaint and hearing staff.	OSE/EIS staff The MSEMP network of 20 Community Dispute Resolution Program Centers

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

1. See General Overview pages 1-4.
2. For this indicator, the stakeholder team reviewed pertinent information regarding data collection systems and reporting histories. Activities to maintain timelines and accuracy were developed.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20 – Timely Reporting of Data: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring accuracy).

Overview of Issue/Description of System or Process:

The State reported 618 data is submitted annually by the Michigan SEA. The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) state level procedures and practices are built around two key processes, which have been improved in each of the last three years. The first process is the 618 December 1 data collection, designed to ensure accurate counts from the data that are submitted by ISDs, LEAs and PSAs. The data edits, duplicate checking algorithms, and prolific user reports ensure that submitted data satisfies the stated business rules and that user-submitted counts match final reported counts. The set of student data reports has been augmented to display year to year comparisons of counts for ISD, LEA and PSA users. The ISD, LEA and PSA staff also have access to Data Portraits which match to their submitted data and rank ISDs, LEAs and PSAs across the state. The local users check these reports and verify their counts prior to certifying their accuracy.

The second process is designed to ensure that the submitted data from the ISDs, LEAs and PSA's is an accurate portrayal of the actual special education student population. This process, done by the Data Verification Team, is conducted in conjunction with the Continuous Improvement and Monitoring System (CIMS). Specific fields (e.g. exit reasons, unique identifiers) and events (e.g. IEP dates) are reviewed and a plan for data verification is created. The Data Verification Team

makes phone calls and reviews records as needed. The CIMS process also includes random audits to ensure that IEPs are conducted and recorded properly.

In summary, the collection process ensures that the data submitted by ISDs, LEAs and PSAs matches the data reported by the state. The audit and monitoring processes ensure that the data submitted by the ISDs, LEAs and PSAs are accurate.

Baseline Data for FFY 2004 (2004-2005):

100% of districts reported their data in a timely manner. The SEA submissions due 02/01/05 and 11/01/05 were delivered by the deadline and were accurate.

Discussion of Baseline Data:

In November 2005, the State's Single Record Student Database (SRSD) incorporated new data fields to collect discipline data. The data fields were released and training was conducted for data entry staff of the SRSD system users. SRSD Technical Assistance manuals were revised to reflect the change and disseminated to users. The Help Desk was also updated. Results from Pilot testing were used to further refine the system. Discipline data were collected through the SRSD system in December, 2005 and will be finalized in February, 2006.

There are two basic areas for ensuring accuracy of data: the December collection process and the compliance review. The December collection process utilizes web-based submission with many data edits requiring user input. The data edits are documented in the Technical Manual available to all users; the manual is made available in July. The submitted data is reported in a variety of formats to allow submitters to review its accuracy. Reports are available showing each change made to submitted data, ensuring the final outputs exactly match the submitted data plus any adjustments. In short, the data that districts submit is exactly what is reported.

The second area, compliance review, is linked to the CIMS system and data verification process of self-review and focused monitoring.

Suspension and Expulsion Data:

The new data collection methodology was initiated by the Center for Educational Performance and Information (CEPI) and resulted in the anticipated small volume improvement over last year's submission.

Improvements Made 2004 to 2005 include:

A new reporting capability was added, allowing submitters to download a spreadsheet version of the data they submitted, either in its original form, or after processing and corrections. The users now can take the spreadsheet and perform their own analyses as desired.

Data Portrait reports are used to assist in identification of those LEAs most in need of assistance. The Unique Identifier capabilities of the Michigan Compliance

Information System (MICIS) were used to identify specific unlikely occurrences for targeted review.

The OSE/EIS has submitted all APRs in a timely manner. The OSE/EIS used a process similar to the SPP process, described in the Overview section, for developing the APRs. APR development includes use of team leaders, feedback from the core team, review by stakeholders and administrative leadership.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE/EIS will assure that state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2006 (2006-2007)	The OSE/EIS will assure that state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2007 (2007-2008)	The OSE/EIS will assure that state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2008 (2008-2009)	The OSE/EIS will assure that state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2009 (2009-2010)	The OSE/EIS will assure that state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2010 (2010-2011)	The OSE/EIS will assure that state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
2005-2011	Continue working with data personnel from Detroit Public Schools and other districts as necessary to improve the accuracy and timeliness of reporting.	Grantee/Contractors Consultants OSE/EIS District personnel
2005-2008	Continue to provide technical assistance in the form of large group trainings, help desk support, clear manuals, and self-paced tutorials.	OSE/EIS Data Team
2005-2006	Conduct software testing well in advance of December 1 to make sure the program has integrity.	OSE/EIS Data Team Data Entry/District Personnel
2005-2011	Enforce submission deadlines.	OSE/EIS
2005-2007	Build a framework to improve data accuracy at the LEA and ISD level.	OSE/EIS
2005-2009	Use new Active and Exited student tracking reports to target local districts that need improvement.	Grantee/Contractors Consultants OSE/EIS Data Team CEPI
2005-2006	Change the submitted field definitions to differentiate "time removed from general education", as opposed to Full Time Equivalency (FTE).	OSE/EIS Data Team
2005-2011	Continue to distribute widely, teach about, and use the Data Portraits.	OSE/EIS ISDs and LEAs
2005-2011	Continue implementation of internal process that ensures timely reporting.	OSE/EIS

FFY 2004-2005 State Performance Plan

Appendix A:

**Overview of the
Continuous Improvement and
Monitoring System (CIMS)
As Developed and Implemented
In Michigan**

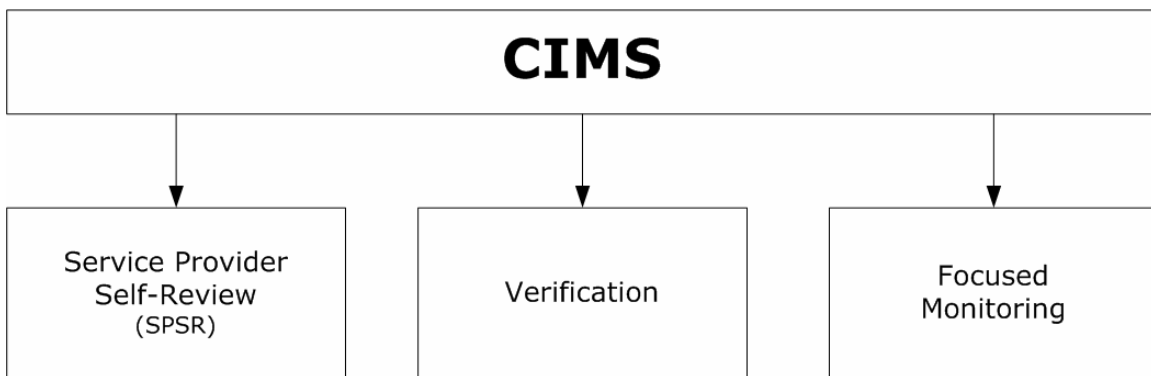
Continuous Improvement and Monitoring System OVERVIEW

The Continuous Improvement and Monitoring System (CIMS) broadens the state's monitoring emphasis, moving from mainly a compliance orientation to a focus on improving educational results for students with disabilities in Michigan. This design effort was facilitated by the work of a stakeholder group established by the Office of Special Education and Early Intervention Services (OSE/EIS) in the fall of 2003. The group's members represented intermediate school district (ISD) administrators and monitors, parents, school administrators, the OSE/EIS Quality Assurance and Early On staff, and others. The results of that work will move Michigan educators from a cyclical closed-ended monitoring system into one of continuous improvement.

The CIMS will be used by local education agencies (LEAs), public school academies (PSAs), state schools (e.g., the Michigan School for the Deaf), state agencies (e.g., Department of Human Services, Community Mental Health), and Part C (early intervention) service areas.

While the previous monitoring system focused on procedural compliance, CIMS now encompasses compliance monitoring, program effectiveness, and student results/outcomes. Unlike the previous state-driven system, which depended on cyclical MDE monitoring activities, CIMS now involves collaboration among school districts, agencies, ISDs, and the MDE in all stages of the process. The goal of CIMS is to have districts and agencies better understand the operation and effectiveness of programs for students with disabilities and develop plans for targeted use of resources. This overview discusses all CIMS components.

The CIMS process includes the following components: service provider self-review, verification, and focused monitoring.



SERVICE PROVIDER SELF-REVIEW

The purpose of the service provider self review (SPSR) is to improve the performance of students with disabilities so that they will have a successful transition to adult life. The SPSR Part B is a process through which each school district in Michigan reviews the effectiveness of its programs and services once every three years. This team process emphasizes the analysis of outcomes for children with disabilities, of whole school approaches, and of targeted areas of most concern for the federal Office of Special Education Programs (OSEP) and the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS). The LEAs participating in the SPSR must demonstrate that the achievement of compliance has a direct and positive impact upon the achievement of students/children with disabilities. All Key Performance Indicators (KPIs) rated as “noncompliant” must be addressed in the Improvement Plan. It is recommended that districts/service areas additionally consider inclusion of actions for any KPI rated as “Needs Improvement”. By addressing these potential systemic issues, LEAs assume a proactive role in areas of potential future non-compliance.

Improvement planning is an integral part of the SPSR as is the monitoring of changes in student performance as a result of improvement efforts. The LEAs completing the SPSR process will be required to submit a student level corrective action plan and an improvement plan. All individual student level non-compliance findings must be addressed with in a Student Level Corrective Action Plan with a timeline for correction in 30 calendar days. The purpose of the improvement planning is to: 1) focused on achieving systemic change that will create significant improvement in results for children with disabilities and their families; and 2) achieve compliance, and 3) focus on the effect of efforts on achieving systemic change that supports improved results for children and families. Non-compliance issues identified in improvement plans must be corrected in 1 year.

Sampling Districts for the Service Provider Self Review

Initial implementation of the SPSR will occur over a period of three years. Intermediate School Districts (ISDs) will designate the school districts that will begin the process in fall of 2005; and those initiating the fall of 2006.

The ISDs are to designate which districts will implement the SPSR in 2005-06. All remaining LEAs will implement in 2006-2007 or 2007-2008. LEAs are informed in August of their implementation year.

Based on this process it is anticipated that the following number of records will be reviewed across the total number of year one cohort of LEAs participating in SPSR for 2005

Table 1
Number of Districts and Estimated Cases To Be Used for the SPSR - 2005-2006

Number of LEAs/PSAs in FFY 2005 cohort	Number of students receiving special education	Sample size for cases
298	10,756	1,459

Source: Monitoring data

Since all ISDs are included every year, the sample will be geographically representative with approximately one third of LEAs in each ISD represented. Where SPSR data are used to meet the requirements for the Monitoring Priority indicators, some statistical corrections will be made to adjust for race/ethnicity representation and disability categories.

The LEA enters into the SPSR continuous improvement process by completion of the Key Performance Indicators (KPIs). Year 2 is comprised of implementation of the improvement plan. At the one-year anniversary of approval of the improvement plan, review of measurable annual progress occurs. Based on the findings, continuation of the plan, refinement of the plan, or revision of plan components occurs. This is repeated over one additional year. The LEA then conducts a total review of their system through completion of the then current KPIs.

VERIFICATION

The purpose of verification review is to assure that districts properly implement SPSRs and that the results are valid. Review by an OSE/EIS team, of selected individual districts, takes place at the ISD level. Additional districts may be selected for review in response to OSE/EIS concerns. The OSE/EIS team reviews the district's SPSR submissions and supporting documentation and verifies that specific performance standards have been met. The team may also examine additional areas of concern to the OSEP and OSE/EIS.

FOCUSED MONITORING

Focused monitoring has been defined by the National Center for Special Education Accountability and Monitoring (NCSEAM) as "a process that purposefully selects priority areas to examine for compliance/results while not specifically examining other areas for compliance/results to maximize resources, emphasize important variables, and increase the probability of improved results."

Focused monitoring targets a selected set of priorities identified with the support of a stakeholder-based committee after a review of state performance data. Selected priorities are consistent with those of the OSEP and reflect Michigan's goals for the successful implementation of IDEA 2004 and No Child Left Behind—the revised Elementary and Secondary Education Act of 2001 (NCLB). Based on these priorities, the OSE/EIS conducts an analysis of state data to rank, identify, and select districts that will be targeted for focused monitoring.

The focused monitoring reviews are conducted by an OSE/EIS monitoring team and supported by a district-appointed team and the ISD monitor. While on site at the LEA, the OSE/EIS team gathers information through interviews, record reviews, and observations of selected service delivery settings. The team uses collected evidence to evaluate the district's performance in both regulatory and programmatic areas relative to specific outcome measures. The outcome of the focused monitoring process is a report to the district identifying areas of noncompliance for corrective action and system improvement.

After completion of the onsite visit, the LEA will receive a Report of Findings from the Office of Special Education and Early Intervention Services (OSE/EIS). Upon receipt of the Report of Findings, the district must prepare an improvement plan to address systemic non-compliance findings leading to the required evidence of change. Any student level citations identified must be completed within 30 days in addition to the improvement plan.

One year following the approval of the improvement plan, a district representative shall meet with an OSE/EIS representative to review the Evidence of Change data. If the outcomes are met, the Focused Monitoring comes to closure. Should evidence of change not be satisfactory and there are substantiated extenuating circumstances, an extension may be granted. If Evidence of Change is not achieved due to other reasons, Progressive Interventions are imposed.

Sequence of Events

Activity	Person(s) Responsible	Timeline
Rank & select LEAs for data verification	OSE/EIS	
Conduct data verification	OSE/EIS; Supt. or designee	
Select LEAs to receive focused monitoring	OSE/EIS	By June 1
Notify selected LEAs	OSE/EIS	By June 1
Release rankings used for selection in focused monitoring	OSE/EIS	August
Meet with LEAs to be monitored to discuss FM: <ul style="list-style-type: none"> • explain what is involved in FM • provide the district with a FM review packet • identify team members • share relevant data • advise district on methods to complete data components with updated information • arrange for development and dissemination of public announcement of focused monitoring 	OSE/EIS, Superintendent, Special Education Director, and others as appropriate	No later than 90 days prior to on-site visit
Community Announcement of Focused Monitoring Selection	LEA superintendent or designee	30 days prior to on-site visit
Submit information for LEA Data Analysis Process	LEA Lead	60 days prior to on-site visit
Conduct OSE/EIS Pre-Staffing	OSE/EIS, SEA FM Team Leader	45 days prior to on-site visit
Notify community of parent forum(s)	LEA Superintendent or designee	One week prior to on-site visit
Convene orientation meeting of SEA FM team	SEA FM Team	On-site prior to LEA meetings
Conduct on-site activities	SEA FM Team	While on site
Conduct LEA FM Evaluation	SEA FM Team Leader	1 week after on-site visit
Conduct OSE/EIS staffing to review findings	OSE/EIS, FM Team Leader, ISD, TA	1 week after on-site visit
Provide comprehensive report of findings	OSE/EIS	30 days after on-site visit
Conduct initial Improvement team meeting to review results and begin improvement process	SEA FM Team Leader, TA, LEA Improvement Team,	15 days after receipt of report of findings
Complete Improvement Plan	District FM Team & OSE/EIS	30 days after LEA receipt of report
Receive notification of approval of plan	OSE/EIS Monitoring Office	30 days after receipt of improvement plan
Notify public of findings and LEA/SA plans for correction & improvement	Superintendent or Designee	Within 60 days of receipt of report
Implement and report progress on designated timelines	Superintendent or Designee	Per approved Improvement Plan
Provide feedback on progress report	FM Team Leader	10 days after receipt of progress report
Conduct Evidence of Change Review	OSE/EIS; LEA Superintendent or designee	12 months after LEA report of findings
Conduct evaluation of the FM Process	LEA	After close-out of process

Focused Monitoring Overview

Phase I: Preparation for Monitoring

Once the district/service area identification process is completed, the superintendents of the chosen districts will be notified by the SEA of selection for Focused Monitoring. A district Focused Monitoring Team will then be appointed by the Superintendent.

Focused Monitoring is a customized process to investigate factors related to a hypothesis(es) specific to the causes of low performance on indicators within a specific district/service area. Known data previously submitted to the ISD, SEA, or housed at the district, drives the development of the hypothesis(es).

The SEA and District FM Team members are finalized.

Arrangements for FM on-site activities are finalized with the District FM team representative for the purpose of advance notification and preparation of staff, parents, students and community.

The Superintendent is responsible for notification of the community regarding the occurrence of the Focused Monitoring. Notification is required as a means of accountability to stakeholders.

Phase II: On-site Monitoring Activities

The purpose of on-site activities is to gather information related to the hypothesis that allows for identification of root causes. Data informs the team of how the district functions in five attributes: 1) Policies and Procedures; 2) Professional Learning; 3) Practice; 4) Supervision; 5) Infrastructure.

Phase III: Analysis of Results and Reporting

The SEA Focused Monitoring team will review the information gathered through all of the Focused Monitoring activities and determine compliance

Sufficient evidence must be present to establish non-compliance. Evidence must be present from at least two sources before non-compliance can be cited. The robustness of the evidence is also considered in the final decision. A record of decisions and supporting evidence concerning systemic non-compliance will be compiled by the OSE/EIS. Any student level non-compliance findings will be addressed separately from the systemic issues.

A Report of Findings will be completed and mailed to the superintendent of the district/service area within 30 days of the conclusion of the on-site visit. The Report of Findings narrative will provide a standard format for explaining to parents, Board of Education members and other audiences the purpose, process and results of the Focused monitoring.

Phase IV: District Response & Follow-up

Upon receipt of the Report of Findings, the district must prepare an improvement plan to address systemic non-compliance findings leading to the required evidence of change.

Any student level citations needing to be addressed must be completed within 30 days in addition to the improvement plan.

The OSE/EIS will make available to the district a technical assistance specialist to assist with Improvement Planning. The role of this individual is to assist the district in developing an Improvement Plan that meets the requirement of FM. The FM Team Leader will be present at the initial planning meeting as a resource for clarification of findings.

A template is provided to the district for the improvement plan.

A draft of the improvement plan must be electronically submitted to OSE/EIS within 30 days after receipt of the Report of Findings and must be approved by OSE/EIS within 60 days of receipt of the Report of Findings.

Progress Reporting

Reports of progress will be electronically submitted as indicated in the approved Improvement Plan. Progress will be reported for each activity.

Feedback will be provided to the district from OSE/EIS regarding needs for clarity or specificity. If progress reporting indicates the LEA is not making sufficient process toward Evidence of Change, the OSE/EIS may require the district to take additional steps.

Evidence of Change Review

One year following the approval of the improvement plan, a district representative shall meet with an OSE/EIS representative to review the Evidence of Change data. If the outcomes are met, the Focused Monitoring comes to closure. Should evidence of change not be satisfactory and there are substantiated extenuating circumstances, an extension may be granted. If Evidence of Change is not achieved due to other reasons, Progressive Interventions are imposed.

FFY 2004-2005 State Performance Plan

Appendix B:

Sampling Plan for Indicator 8

Parent Involvement

**State Performance Plan
Sampling Plan for Indicator 8: Parent Involvement**

- **Describe the population you are trying to represent.**

The population that Michigan seeks to represent is parents of children in receiving special education services. Given that there were 248,830 children with IEPs in the State of Michigan on December 1, 2004, it is clear that there will be substantial efficiencies for the state to use a sample to describe the characteristics of parents' attitudes toward the services that their children receive.

- **Describe the sampling frame.**

The sampling frame is parents of children with IEPs across the 57 Intermediate School Districts of the State of Michigan. The State will use the December 1 count as a frame from which to select the sample. These data are maintained as part of Michigan's data system and are readily available. Further consideration will be given to determine which parent(s) respond to the survey sample.

- **Describe the stages/cycle of sampling and the units sampled at each stage (e.g., selecting districts, then schools within districts, then students within schools).**

It is proposed that the state complete a two-stage sample.

The first stage would consist of a sample of roughly one third of all the Local Education Agencies (LEAs) in Michigan chosen randomly from within the Intermediate School Districts (ISDs) across the state. By assuring that this sample of LEAs includes representatives from each ISD, we are able to achieve two goals. First, this allows the state to gather information from LEAs for its own Service Provider Self Review (SPSR). That review must include family assessments of district performance, so the parent survey can also serve this purpose. Second, this approach assures geographical representation because all 57 ISDs across the state are represented.

The second stage would be selected in either of two ways. First, there are many LEAs that have a sufficiently small population of students with IEPs that, to represent that LEA, all or nearly all of the students' families would have to be sent a survey. So, all these students' families would be surveyed. Second, where the size of the population of students permits, families would be selected by stratified random sampling. Stratification would be based upon handicapping conditions. This would assure that family members of low frequency disability groups are well represented in the sample, and this approach is likely to increase sampling precision.

Michigan has one LEA that has more than 50,000 ADM. Each year, that district would be included and a sample, stratified by handicapping condition, will be drawn for the LEA.

- **Describe any stratification that is used for each stage of sampling. (e.g., District may be stratified by student population, degree of urbanicity, etc.)**

As noted above, where the size of the population of students permits, families would be selected by stratified random sampling. Stratification would be based upon handicapping conditions. This would assure that family members of low frequency disability groups are well represented in the samples, and this approach is likely to increase sampling precision.

- **Describe the method/process to collect the data (survey, phone, etc..)**

Each family selected to be included in the annual sample will receive a pre-survey notification that they will be receiving a survey. That notification will include a postcard that they can return if they wish to be excluded from the survey. Surveys will be mailed to each selected family. All surveys will include a cover letter explaining the importance of the survey. Their packet will also include a pre-addressed, stamped envelope for returning the survey form. Subsequently, each family that does not return the survey will be sent a reminder postcard. If the survey is still not returned, the family will be called and given the opportunity to complete the survey over the phone.

Michigan has extensive experience in conducting family surveys, and it is often the case that families of lower socio-economic standing have lower response rates. For this reason, we expect that some differential follow-up efforts will be required with more phone calls and postcards being directed to families within zip codes with lower socio-economic standing.

- **Describe how your plan meets the reporting requirements.**

Michigan expects to include the NCSEAM family items in its version of a parent survey. While the survey may also include some items that Michigan considers relevant, it will remain possible to score the results as does NCSEAM, even using their proposed standard. Therefore, meeting the reporting requirements should be easily accomplished. We have adapted NCSEAM's flowchart "Steps in Addressing the SPP/APR Parent /Family Indicators Using the NCSEAM Measurement Tools" to show the steps Michigan will follow in meeting the requirements (see Attachment A).

Prepared for MDE OSE/EIS by:
Wayne State University/Center for Urban Studies

ATTACHMENT A SPP/APR Sampling Plan

November 2005

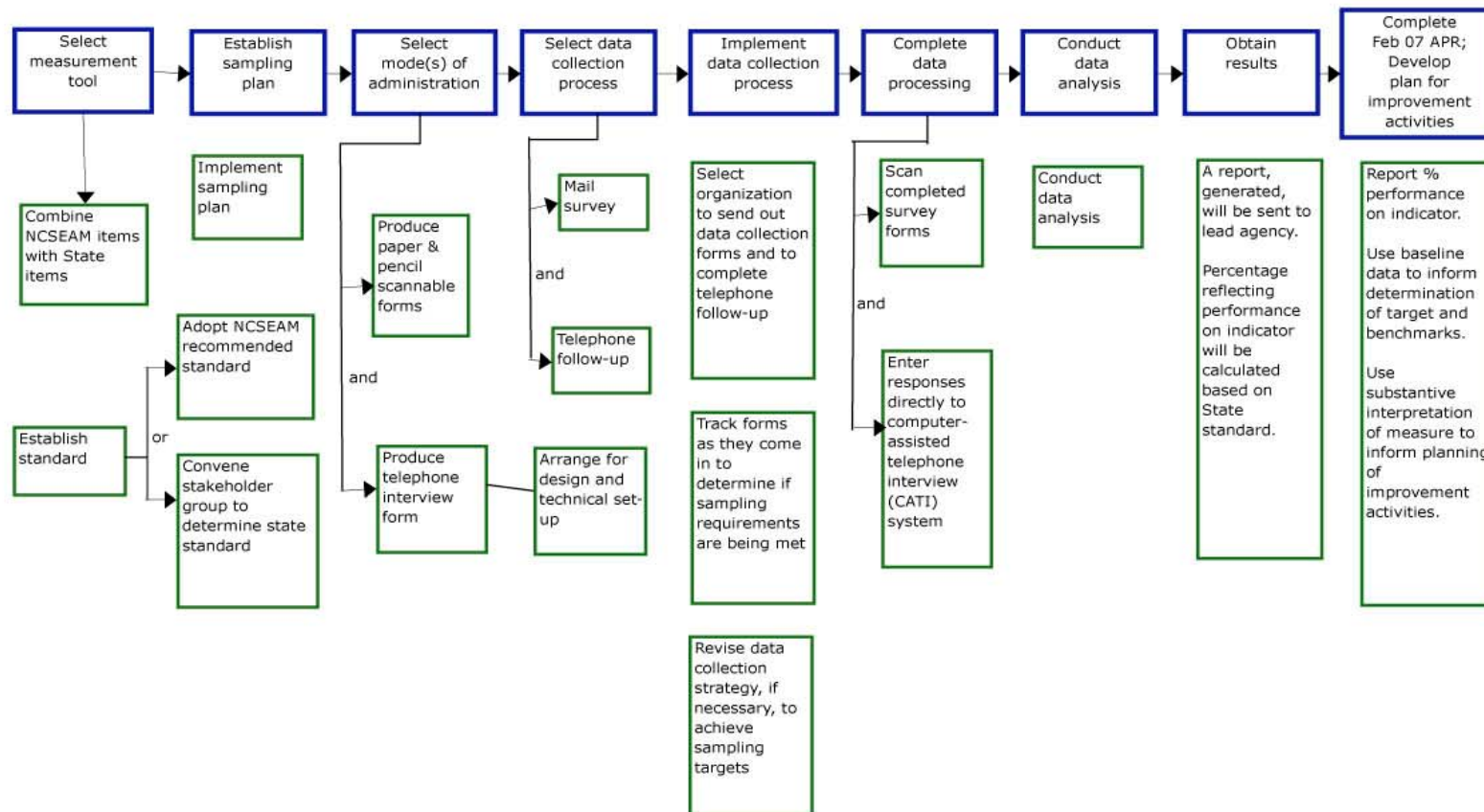


Chart is an adaptation of:
'Steps in Addressing the SPP/APR Parent/Family
Indicators Using the NCSEAM Measurement Tools'

FFY 2004-2005 State Performance Plan

Appendix C:

Preliminary Data Analysis for Disproportionality:

Response to OSEP APR Letter of

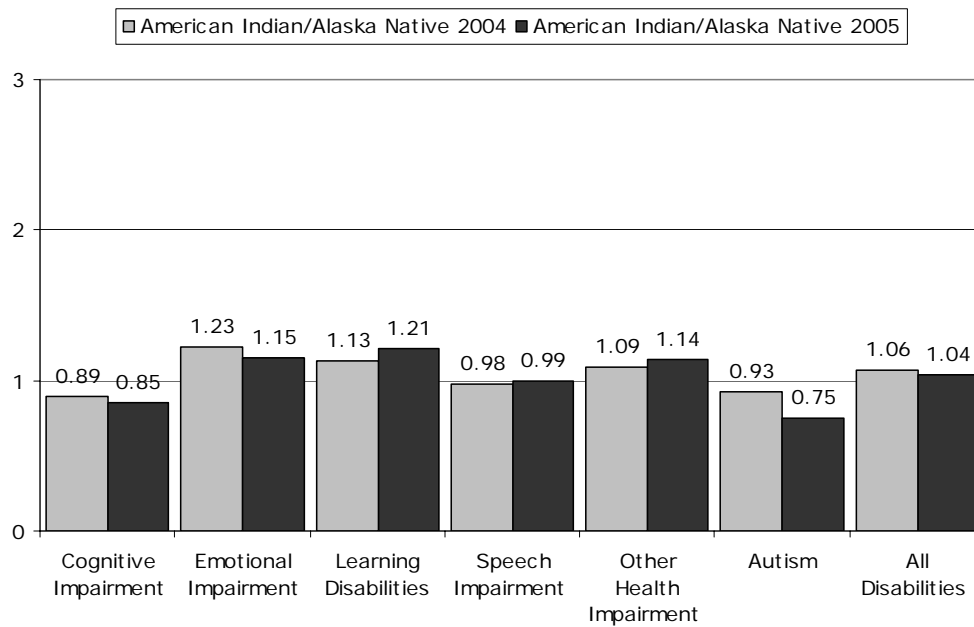
September 23, 2005

**Preliminary Data Analysis for Disproportionality:
Response to OSEP APR Letter of
September 23, 2005**

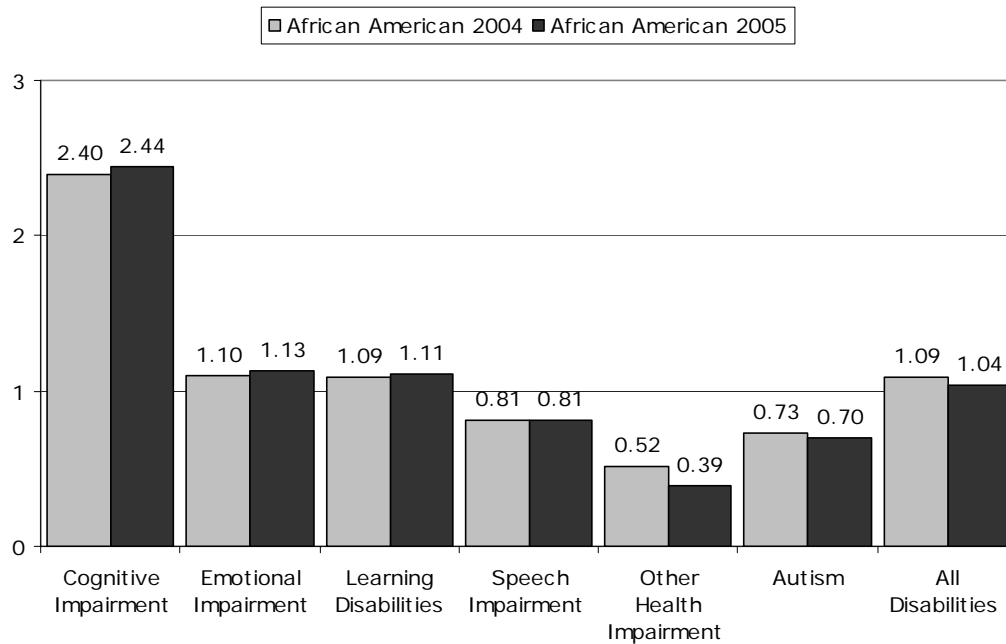
Risk Ratio Analysis for All Students with IEPs and specifically for students with:

- Emotional Impairment
- Cognitive Impairment
- Other Health Impairments
- Autism Impairment
- Specific Learning Disability
- Speech and Language Impairment

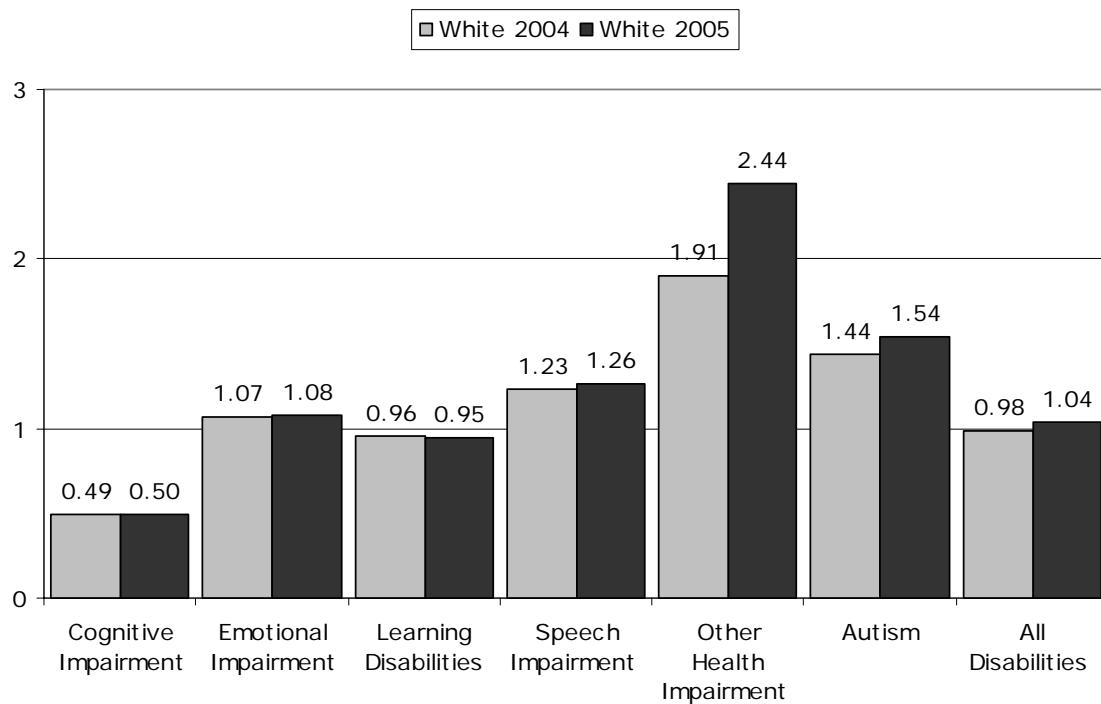
Chart 1 - Statewide Risk Ratio for American Indian / Alaska Native for FFY 2004 and 2005



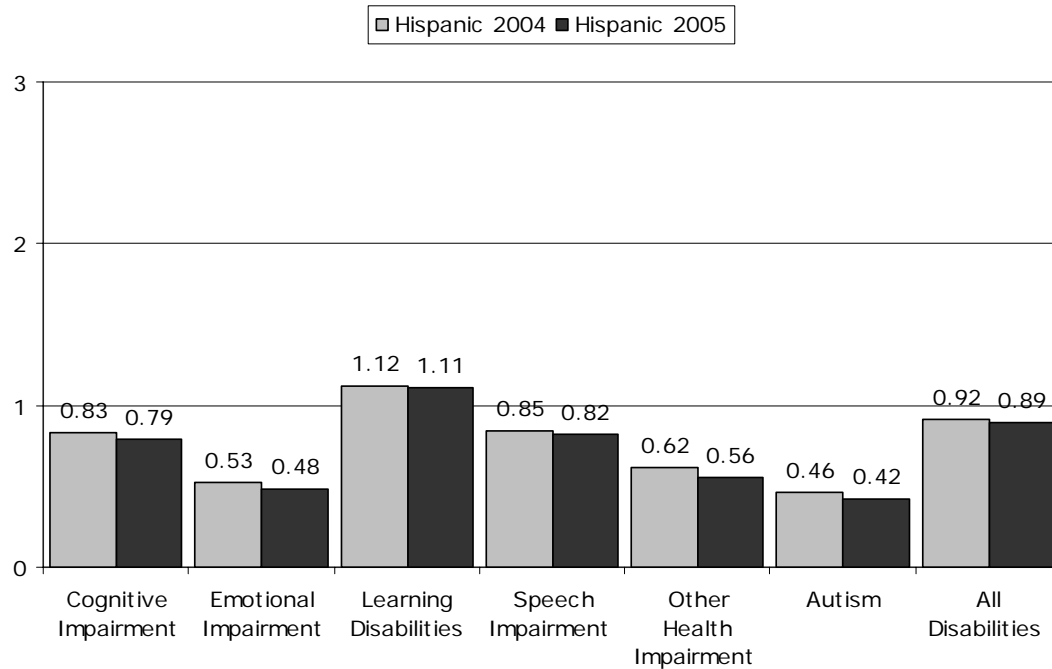
Source: MICIS

Chart 2 - Statewide Risk Ratio for African American students with IEPs for FFY 2004 and 2005

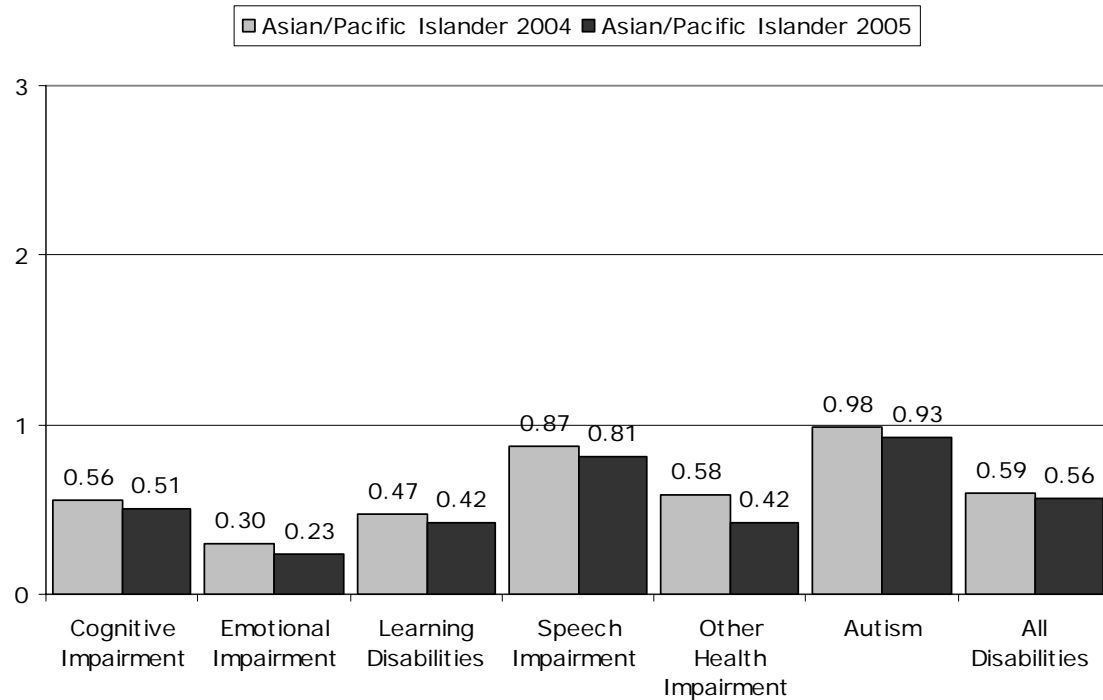
Source: MICIS

Chart 3 - Statewide Risk Ratio for White students with IEPs for FFY 2004 and 2005

Source: MICIS

Chart 4 - Statewide Risk Ratio for Hispanic students with IEPs for FFY 2004 and 2005

Source: MICIS

Chart 5 - Statewide Risk Ratio for Asian/Pacific Islander students with IEPs for FFY 2004 and 2005

Source: MICIS

Table 1. Distribution of School Districts According to the Weighted Risk Ratio Level (WRR > 3, WRR > 2) for African American Students, FFY 2005

WRR Level	Overall Special Education (All Disabilities)	Emotional Impairment	Cognitive Impairment	Autism	Specific Learning Disability	Other Health Impairment	Speech
WRR > 3	14	59	104	21	19	41	18
2 < WRR < 3	24	33	47	17	36	18	26
1.5 < WRR < 2	54	27	32	10	64	18	26
All others Included in the Analysis (WRR > 0)	399	175	348	77	309	138	249
Total Number of Districts Included in the Analysis (WRR > 0)	491	294	531	125	428	215	319
% > 3 (of all districts included in the analysis for disability category)	2.85%	20.07%	19.59%	16.80%	4.44%	19.07%	5.64%
% > 2 (of all districts included in the analysis for disability category)	7.74%	31.29%	28.44%	30.40%	12.85%	27.44%	13.79%
% > 3 of ALL 829 DISTRICTS in MI	1.69%	7.12%	12.55%	2.53%	2.29%	4.95%	2.17%
% > 2 of ALL 829 DISTRICTS in MI	4.58%	11.10%	18.21%	4.58%	6.63%	7.12%	5.31%

Source: MICIS

FFY 2004-2005 State Performance Plan

Appendix D:

SPP/APR Attachment 1

As Provided By OSEP

SPP /APR Attachment 1

**Report of Dispute Resolution Under Part B of the Individuals with
Disabilities Education Act Complaints, Mediations, Resolution
Sessions, and Due Process Hearings**

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	239
(1.1) Complaints with reports issued	216
(a) Reports with findings	216
(b) Reports within timeline	129
(c) Reports within extended timelines	87
(1.2) Complaints withdrawn or dismissed	15
(1.3) Complaints pending	41
(a) Complaint pending a due process hearing	8

SECTION B: Mediation requests	
(2) Mediation requests total	50
(2.1) Mediations 33	
(a) Mediations related to due process	NA
(i) Mediation agreements	NA
(b) Mediations not related to due process	NA
(i) Mediation agreements	NA
(2.2) Mediations not held (including pending)	17

SECTION C: Hearing requests	
(3) Hearing requests total	110
(3.1) Resolution sessions	0
(a) Settlement agreements	NA
(3.2) Hearings (fully adjudicated)	8
(a) Decisions within timeline	1
(b) Decisions within extended timeline	7
(3.3) Resolved without a hearing	70

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	6
(4.1) Resolution sessions	0
(a) Settlement agreements	NA
(4.2) Expedited hearings (fully adjudicated)	1
(a) Change of placement ordered	0